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ABSTRACT

This volume, a publication of the Speech Communication Association, is divided into six principal sections: (1) Doctoral Dissertations in Speech Communication: Work in Progress, (2) Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1969, (3) Graduate Theses and Dissertation Titles: An Index of Graduate Research in Speech Communication, 1969, (4) A Bibliography of American Elocution, (5) A Selective Bibliography of the Sermons of Fenelon, and (6) A Bibliography of Rhetoric and Public Address for the Year 1969. The purpose of this annual publication is to maintain a record of graduate work in speech communication. (CK)

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BIBLIOGRAPHIC ANNUAL
IN
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1970 ANNUAL

NED A. SHEARER
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IN
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AN ANNUAL VOLUME DEVOTED TO
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AVAILABLE SPECIALIZED BIBLIOGRAPHIES

NED A. SHEARER, *Editor*

A Publication of the
Speech Communication Association

EDITOR'S PREFACE

This *Annual* brings to a realization the desire of The Speech Communication Association to provide bibliographical materials in a single volume. The reader, by perusing the Table of Contents, will observe that those bibliographical features previously published in the August issue of *Speech Monographs* are contained herein. These include dissertations in progress, a record of graduate work completed at the master's and doctoral levels, abstracts of doctoral dissertations, and the annual bibliography of rhetoric and public address.

In addition, this *Annual* was conceived as an outlet for contributed specialized bibliographies. Two such bibliographies appear in this volume. Readers are encouraged to submit such bibliographies to the editor for consideration. Manuscripts should be typed in accordance with consistent scholarly practices and all portions, including bibliographical citations, should be double-spaced for editing purposes. At least two copies of the manuscript should be sent.

In order to assist the reader in finding specific citations of graduate work completed, a key-word title index appears on pp. 149-240. This index cites both master's and doctoral work and also indicates whether an abstract of a doctoral dissertation appears in this volume. Because of the extensive indexing of graduate work, doctoral dissertations are *not* cited in the annual bibliography of rhetoric and public address as has been the custom in the past. In the future, this key-word index may be expanded to include the items cited in the annual bibliography of rhetoric and public address, but for this volume the usual system of broad categories has been retained.

The editor would like to affirm the presence of a publication boom in the area of speech communication as well as in contiguous disciplines. This fact is supported by the annual bibliography of rhetoric and public address which has nearly doubled in size over the previous installment. Yet, this bibliography is still not as comprehensive as it could be. Therefore, the editor will welcome the assistance of any in the field who would like to participate in bibliographical work. The only requisites are that you be patient, precise, and persevering!

Finally, all errors may be laid on the desk of the editor. In spite of such irritations, he trusts that the reader will derive some benefit from these efforts.

BIBLIOGRAPHIC ANNUAL IN SPEECH COMMUNICATION

Published by The Speech Communication Association

Volume I 1970 Annual

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BIBLIOGRAHIC ANNUAL IN SPEECH COMMUNICATION

VOLUME I 1970 ANNUAL

DOCTORAL DISSERTATIONS IN SPEECH COMMUNICATION: WORK IN PROGRESS, 1970

J. JEFFERY AUER and ENID S. WALDHART, Editors
Indiana University

THIRTY graduate departments of Speech Communication reported 338 new doctoral dissertations in progress in 1970. Titles previously published in annual issues of *Speech Monographs* are not relisted here.

The major headings correspond to the nine divisions of the Speech Communication Association: Forensics, Instructional Development, Interpersonal and Small Group Interaction, Interpretation, Mass Communication, Public Address, Rhetorical and Communication Theory, Speech Sciences, and Theatre. Some disserations are indexed under more than one major heading or sub-category to facilitate cross-referencing. All dissertations are indexed alphabetically by the first principal word in the title, except that proper names of subjects are used in indexing the sub-categories "Actors," "Playwrights," "Speakers," and "Theorists." Following each title is the name of the investigator, the institution of degree candidacy, and the proposed year of completion.

FORENSICS

The effects of the first year of debating on critical thinking. Gary P. Cross, U. of Utah, 1971.

INSTRUCTIONAL DEVELOPMENT

Communication styles and effective tutoring. Gustavo Alexander, Michigan State U., 1971.

The design, construction, and validation of a test of creativity for high school speech students. Margaret Powers, U. of Michigan, 1970.

Dimensions of student and faculty expectation and satisfaction in the basic college course in speech. Douglas Pedersen, Pennsylvania State U., 1970.

The effects of the first year of debating on critical thinking. Gary P. Cross, U. of Utah, 1971.

The efficacy of carry-over: A study of speech class students five years after dismissal. Betty J. Lenz, State U. of New York at Buffalo, 1971.

An experimental study of the effects of instruction on ability to evaluate selected communication behaviors in a television simulation of managerial interviews. John Pacilio, Jr., Purdue U., 1971.

The impact of including information about Negro culture in speech classes upon the attitudes of high school speech students. Jerry Phillips Butler, Southern Ilinois U., 1970.

Interaction of student characteristics and learning experiences. Barbara Streibel, Pennsylvania State U., 1971.

An investigation of "literary" perceptions derived from filmic and prose fiction by high school students of low and high reading ability. Sister Joan Chittister, O.S.B., Pennsylvania State U., 1971.

An investigation of persuasive strategies for affecting racial attitudes in adult education programs. Larry Richardson, Washington State U., 1971.

ITV: A systems approach. Bradley M. Awe, U. of Utah, 1971.

Learning problems among children with endochronological disturbances. Suzanne M. Perlman, Northwestern U., 1970.

On camera on Sesame Street: A study of the personalities, backgrounds, professional experiences, and role perceptions of the four regular program hosts: Matt Robinson, Loretta Long, Bob McGrath, and Will Lee. Sister Mary Camille D'Arienzo, R.S.M., U. of Michigan, 1971.

A procedure to test understanding gained from instructional television programs. John W. Gartley, U. of Michigan, 1971.

A study on the effects of the language and speech of children of low socio-economic environments on the interaction patterns within the clasroom. Robert V. Swanick, Jr., State U. of New York at Buffalo, 1971.

System variables and educational innovativeness in Thai government secondary schools. Floyd Shoemaker, Michigan State U., 1971.

Video tape recording and audio tape recording as aids to improvement of pronunciation of selected phonemes among teen-age Navajo students at the Intermountain Indian School, Brigham City, Utah. Paul T. Prince, U. of Utah, 1971.

INTERPERSONAL AND SMALL GROUP INTERACTION

Choice of violence: A study of values, television program preferences, and selected socio-psychological characteristics as related to the selection of violent or non-violent interpersonal tactics. Tom Pagel, U. of Denver, 1970.

Communication and modernization in Indian villages: The influence of status inconsistency. Lingamneni J. Rao, Michigan State U., 1971.

Communication factors associated with reduced recidivism of paroled juveniles in Colorado. Cal Dodge, U. of Denver, 1970.

Communication integration and modernization in 20 communities of Minas Gerais, Brazil. Lytton Guimaraes, Michigan State U., 1971.

Communication network among peasant types in Indian villages. K. S. S. Raju, Michigan State U., 1971.

Communication roles and effectiveness of professionals in a research utilization organization. Edwin Amend, Michigan State U., 1971.

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A comparison of communication-role perceptions of a formal organization. Donald MacDonald, Michigan State U., 1970.

A correlational analysis of communication perceptions of managerial and data-processing personnel in twenty-seven urban banks. William E. Spaulding, Purdue U., 1971.

A descriptive study of interaction and communication in a cross-cultural experiment. Kenneth Young, Southern Illinois U., 1971.

The effects of interpersonal decentering and similarity of experience on the communication of meaning. Joanne Yamauchi, Northwestern U., 1970.

The effects of modeling and self-confrontation on subsequent self concept and group behavior. Sara Barnhart, Northwestern U., 1970.

Effects of two group methodology on interpersonal behavior. Mary-Linda Merriam, Pennsylvania State U., 1970.

An experimental study of interpersonal trust and leadership in problem-solving small groups. Charles L. Roegiers, U. of Kansas, 1970.

An experimental study of sex and ethnic characteristics in small-group discussion, under varying majority and minority conditions. James Lewis Smith, Purdue U., 1971.

An experimental study of the effects of instruction on ability to evaluate selected communication behaviors in a television simulation of managerial interviews. John Pacilio, Jr., Purdue U., 1971.

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Informal communication among research scientists: Influence of architectural design. Kenneth Nations, U. of Denver, 1970.

An investigation into the normative dimensions of T-Group trainer interventions. Tom Waymire, U. of Denver, 1970.

An investigation of the communication behavior of trustworthy and untrustworthy administrative superiors. Jon M. Huegli, Indiana U., 1971.

A model of collective innovation decisions in voluntary associations. Graham Kerr, Michigan State U., 1970.

The nurse-patient relationship in the home setting. Margaret Louise Pluckhan, U. of Denver, 1970.

Perception of communication within outgroups. Bonnie M. Johnson, State U. of New York at Buffalo, 1971.

The process of rejection of the deviate in small groups. Ron Burritt, U. of Iowa, 1971.

The relationship of critical information use behaviors to the political effectiveness of low income urban blacks. John Bowes, Michigan State U., 1971.

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The rhetorical potentialities of urban ghettos: A view of community focusing on communicative contacts. Robert J. Doolittle, Pennsylvania State U., 1970.

The role of personal influence in a technical decision-making process in an aerospace industry. Gerald E. Casey, Purdue U., 1971.

Social influence: A communication approach. John Kochevar, Michigan State U., 1970.

Some aspects of internal communication in religious communities. Martha Jacob, Michigan State U., 1971.

Some effects of evaluation and task on small group process. Carol Cole, Pennsylvania State U., 1970.

Some effects of the race and the language style of the female experimenter on the communication performance of low income black pre-school children. Bonnie Buzza, U. of Denver, 1970.

Some factors affecting communication in a natural group. Kathryn Ewbank, U. of Oklahoma, 1971.

Strategic communication: A model of communication, choice, and behavior in conflict situations. Peter Richard Longini, U. of Pittsburgh, 1970.

A study of attitudinal resistance to change in an economically underdeveloped society. Wilson Bryan Key, U. of Denver, 1970.

A study on the effects of the language and speech of children of low socio-economic environments on the interaction patterns within the classroom. Robert V. Swanick, Jr., State U. of New York at Buffalo, 1971.

A systems analysis of the communication adaptation of a community action agency. Marcus L. Hickson III, Southern Illinois U., 1971.

Whitey as soul brother: A descriptive analysis of black-white interaction. Elias Mahigel, U. of Minnesota, 1971.

INTERPRETATION

An analysis of the mirror image as it appears in the design of Vladimir Nabokov's novel *Pale Fire*. Frank J. Galati, Northwestern U., 1970.

Applied literature: A theoretical and experimental investigation of the persuasive effects of oral interpretation. Benjamin A. Ramsey, U. of Colorado, 1970.

Chamber theatre and structure of narrative prose. Janet Coffin Beck, U. of Illinois, 1971.

A critical study of selected contemporary communication theory contributing to a theoretical analysis of oral interpretation as communication. Carolyn A. Gilbert, Purdue U., 1971.

A dramatic and rhetorical analysis of Edwin Arlington Robinson's poem "The Man Against the Sky." Robert S. Fish, U. of Oklahoma, 1970.

The effects of positive and negative feedback on an oral interpreter: A multiple indicator approach. David A. Williams, U. of Utah, 1971.

A guide to manuscripts and special collections in the performing arts in the United States and Canada. William C. Young, U. of Kansas, 1970.

An interpretative study of point of view in the fiction of Flannery O'Connor. E. Allyn Thompson, Purdue U., 1971.

An investigation of "literary" perceptions derived from filmic and prose fiction by high school students of low and high reading ability. Sister Joan Chittister, O.S.B., Pennsylvania State U., 1971.

Point of view in Evelyn Waugh's novels. John F. Pazereskis, Northwestern U., 1971.

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A rhetorical analysis of the fiction of Flannery O'Connor. George E. H. Chard, Northwestern U., 1974.

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A study of point of view in the novels of Charles Williams. Allen Goetcheus, Northwestern U., 1974.

A symbolic interaction approach to a study of the reader and his material. Rosanna Herndon, Southern Illinois U., 1971.

A system of semantic interpretation with special emphasis on metaphor. Robert Sanders, U. of Iowa, 1971.

Three original scripts for readers theatre: *Trumpet of the New Moon, Mr. Herman and the Cave Co.*, an unnamed script with an historical approach. Joseph Robinette, Southern Illinois U., 1971.

The tradition of Benedictine Oral Refectory reading: Its practice in five United States congregations and its influence on the art of oral interpretation. Victor L. Dial, U. of Michigan, 1971.

The visual perception of literature as a dimension in the oral interpretation of poetry. Richard B. Haas, U. of Utah, 1971.

William Styron and the novel as rhetorical act. Mary Susan Strine, U. of Washington, 1971.

MASS COMMUNICATION

Film

The avant-garde, experimental, and underground film. Regina Cornwell, Northwestern U., 1970.

Comparative analysis of the writing of the major film aestheticians. William Brennan, Northwestern U., 1970.

The film theory of James Agee. Mark W. Flanders, U. of Iowa, 1971.

The films of Luchino Visconti. Walter Korte, Northwestern U., 1970.

A history of the British Film Instiute. Richard Kahlenberg, Northwestern U., 1971.

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The communication theory implicit in the works of Marshall McLuhan. James I. Costigan, Southern Illinois U., 1970.

A comparative content analysis of network television evening news programs and other national news media in the United States. David Liroff, Northwestern U., 1970.

LeRoy Collins and the National Association of Broadcasters: Experiment in the public interest. Manny Lucoff, U. of Iowa, 1971.

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The role of communications in the Texas gubernatorial campaign, 1968. Joseph Stearns, Southern Illinois U., 1970.

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An analysis of interpretation and broadcasting in selected radio programs of Ted Malone. John S. Gibson, U. of Oklahoma, 1971.

The contribution of Nathan B. Stubblefield to the invention of wireless voice communication. Thomas O. Morgan, Florida State U., 1970.

Entertaining information: A study of the question-and-answer format in U.S. network radio programs, 1930-1950. Charles W. Shipley, Florida State U., 1971.

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A critical analysis of Swiss television. Barry Haworth, Northwestern U., 1971.

A descriptive, historical, and critical analysis of the Chicago school of television, Chicago network programming, and the Chicago story from 1948-1954. Joel Sternberg, Northwestern U., 1971.

An experimental study of the effects of instruction on ability to evaluate selected communication behaviors in a television simulation of managerial interviews. John Pacilio, Jr., Purdue U., 1971.

The influence of social class, the family, and exposure to television violence on the socialization of aggression. Joseph Dominick, Michigan State U., 1970.

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The Lawrence Welk television program as an example of American popular art. William Schwienher, Northwestern U., 1970.

Non-interactive, color television conversion circuit for radiation protection. Teruo "Ted" Fujii, U. of Utah, 1970.

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The orienting reflex as an index of program content attention value: A paradigmatic study. James E. Fletcher, U. of Utah, 1971.

A procedure to test understanding gained from instructional television programs. John W. Gartley, U. of Michigan, 1971.

Structure of television in Chile. Wendell Gorum, Pennsylvania State U., 1970.

Uncertainty as a predictor of arousal and aggression in violent television scenes. Gerhard Hanneman, Michigan State U., 1970.

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General

American business rhetoric in the Gilded Age, 1865-1900. Judith Pyclik, U. of Minnesota, 1971.

An analytical study of the parliamentary debates on Wilkes and the Middlesex election. Thomas B. McClain, U. of Iowa, 1971.

Arabic public address: Eloquence of the dispossessed. Nancy Mendoza, Washington State U., 1972.

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Comparative rhetoric of civil rights debates. David F. Quadro, U. of California, Los Angeles, 1971.

Factors affecting the response to tradition in the Senate debate on the censure of Thomas J. Dodd. Paul Wenger, U. of Iowa, 1971.

A functional analysis of the operation of communication in the contemporary presidential campaign. David L. Swanson, U. of Kansas, 1970.

Genesis of black politics in America: A study of the militancy of selected black political leaders. Kenneth Eugene Mann, Indiana U., 1971.

Insurrection and resurrection: A comparative study of the rhetoric of black power during the 1960's and the rhetoric of black abolitionists prior to the Civil War. Carl Capps, Washington State U., 1971.

The issue was Kansas: The persuasive campaign of the New England Emigrant Aid Company, 1854-1856. Rodney M. Cole, U. of Kansas, 1970.

Judicial rhetoric as persuasive communication. Eadie F. Deutsch, U. of California, Los Angeles, 1971.

The National Rifle Association's definition of firearms restriction: A situational analysis through public communication, 1965-1969. Jerry L. Ferguson, Southern Illinois U., 1971.

Patriotism and the suppression of dissent in Indiana during the first world war. Clark D. Kimball, Indiana U., 1971.

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Preaching on social issues in a typical midwestern community. Robert Primrose, U. of Iowa, 1970.

The rhetoric of Indiana's black political leaders from 1870 to 1910. Ronald D. Snell, Indiana U., 1970.

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The rhetoric of the inward light: Early Quaker preaching. Michael P. Graves, U. of Southern California, 1970.

The rhetoric of the Methodist camp meeting movement, 1800-1850. Lorin H. Soderwall, U. of Southern California, 1971.

A rhetorical analysis of the rationales of southern apologists as expressed in the oratory of the United Confederate Veterans, 1889-1900. C. Howard Dorgan, Louisiana State U., 1971.

Rhetorical genres in early American public address. Dennis L. Bailey, U. of Oklahoma, 1971.

The rhetorical significance of United States clerical activism in opposition to the Viet Nam War, 1965-1969. Ellis Long, Florida State U., 1970.

The rhetorical structure of the movement from isolation to intervention: 1937-1945. Edward A. Raimer, Kent State U., 1971.

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The role of communications in the Texas gubernatorial campaign, 1968. Joseph Stearns, Southern Illinois U., 1970.

A study in the rhetorical impact of the

"death of God" theology. Roger J. Howe, Kent State U., 1971.

A study of British parliamentary speakers and speeches on the status of India from tyranny to independence between 1783 and 1948. Robert Burns Bargen, S.J., U. of Nebraska, 1971.

A study of rhetoric of outstanding Finnish speakers. Gerhard Aho, U. of Illinois, 1971.

Topoi in judicial rhetoric. Steven Shiffrin, U. of California, Los Angeles, 1970.

Speakers

ALEXANDER. William Alexander: A rhetorical analysis. Larry Elwell, U. of Oklahoma, 1971.

AYCOCK. A rhetorical study of the speaking of Charles Brantley Aycock in behalf of public education. Dencil R. Taylor, Louisiana State U., 1971.

BURGER. The rhetorical effectiveness of Warren Earl Burger: A study of the ethical and political implications of rhetoric. Lyle M. Hamilton, Southern Illinois U., 1970.

BURKE. A rhetorical-philosophical study of Edmund Burke's *Short Account, Present State of the Nation,* and *Present Discontents.* Michael C. McGee, U. of Iowa, 1971.

CAMPBELL. Alexander Campbell and the debate with Robert Owen, April 21-29, 1829: The effect of one rhetorical event upon a speaker. James N. Holm, Jr., U. of Michigan, 1971.

CONANT. A study of the rhetorical problem of James Bryant Conant. Marjorie McGregor, U. of Oklahoma, 1971.

CRISWELL. The leadership of W. A. Criswell as president of the Southern Baptist Convention: An analysis through public address. James E. Towns, Southern Illinois U., 1970.

EISENHOWER. Eisenhower's ethos, 1946-1952. Halford R. Ryan, U. of Illinois, 1971.

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HALE. A critical study of the public speaking of John Parker Hale beofre, during, and after his conversion to the cause of abolition. Gerald D. Baxter, U. of Southern California, 1971.

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JESUS. The rhetorical functions and possibilities of the parables of Jesus. J. Paul Burkhart, II, Pennsylvania State U., 1971.

JOHNSON. A critical analysis of Lyndon Johnson's "Peace" rhetoric. George L. Bradley, U. of Kansas, 1970.

Public statements of President Lyndon B. Johnson on the war in Vietnam. Gerald Partney, U. of Iowa, 1970.

KEEBLE. He spoke in parables: A rhetorical study of Marshall Keeble. Forest Neil Rhoads, Southern Illinois U., 1970.

KENNEDY. The Kennedy-Khrushchev strategies of persuasion in the 1962 Cuban missile crisis. Jerrold J. Merchant, U. of Southern California, 1970.

KERR. The rhetoric of a university president: Clark Kerr, 1958-1967. Janet G. Elsea, U. of Iowa, 1971.

KHRUSHCHEV. See 'Kennedy,' *supra.*

MACARTNEY. The relation of Clarence Edward Macartney's theory of truth to his rhetorical practice. Harry Farra, Pennsylvania State U., 1970.

MALCOLM X. Malcolm X—Charisma in a public speaker, Richard T. Keenan, U. of Illinois, 1971.

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OWEN. See 'Campbell,' *supra.*

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STEPHENS. Alexander Stephens: A rhetorical moderate. James Skaine, U. of Iowa, 1971.

WALLACE. A rhetorical study of George C.

Wallace. Martha J. Womack Haun, U. of Illinois, 1971.

WALSH. The rhetorical invention of William J. Walsh, Archbishop of Dublin, as represented by selected political speeches and his treatise, *On Human Acts.* Joan L. Sanbonmatsu, Pennsylvania State U., 1970.

WILSON. A study of the moral symbolism in the war speeches of Woodrow Wilson. Billy R. Love, Louisiana State U., 1971.

WOLVERTON. The role of ethos in the rhetoric of United States Congressman Charles Anderson Wolverton. William Kushner, Indiana U., 1971.

YULEE. The rhetoric of David Levy Yulee, Florida statesman. Jerry C. Ray, U. of Florida, 1971.

RHETORICAL AND COMMUNICATION THEORY

General

An analysis of the origin and development of selected freedom of speech concepts. Ruth McGaffey, Northwestern U., 1970.

Aspects of literacy: A study of the communication process of the adult illiterate. Martin Cohen, Michigan State U., 1971.

An axiological investigation of theories of rhetorical criticism since 1900. Linnea Ratcliff, Southern Illinois U., 1970.

Communication and modernization in Indian villages: The influence of status inconsistency. Lingamneni J. Rao, Michigan State U., 1971.

Communication factors associated with reduced recidivism of paroled juveniles in Colorado. Cal Dodge, U. of Denver, 1970.

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A comparison of communication-role perceptions of a formal organization. Donald MacDonald, Michigan State U., 1970.

A correlational analysis of communication perceptions of managerial and data-processing personnel in twenty-seven urban banks. William E. Spaulding, Purdue U., 1971.

A critical study of selected contemporary communication theory contributing to a theoretical analysis of oral interpretation as communication. Carolyn A. Gilbert, Purdue U., 1971.

A descriptive study of interaction and communication in a cross-cultural experiment. Kenneth Young, Southern Illinois U., 1971.

A descriptive-analytical study of prayer as a form of communication. Bailey Whitaker, U. of Southern California, 1970.

The development of the rhetorical concept of memory in Greece and Rome. Michael J. Shadow, U. of Illinois, 1971.

A dramatic and rhetorical analysis of Edwin Arlington' Robinson's poem "The Man Against the Sky." Robert S. Fish, U. of Oklahoma, 1970.

The effects of interpersonal decentering and similarity of experience on the communication of meaning. Joanne Yamauchi, Northwestern U., 1970.

An examination of the concept of process and its implications for research in human communication. Robert Arundale, Michigan State U., 1970.

An experimental study of fallacy exposure methods and the interaction of method with topic involvement, identification, and credibility. Verne E. Cronen, U. of Illinois, 1970.

An experimental study of message retention as a function of hierarchical structure and organizational pattern. Richard F. Whitman, U. of Nebraska, 1971.

An experimental study of the effects of instruction on ability to evaluate selected communication behaviors in a television simulation of managerial interviews. John Pacilio, Jr., Purdue U., 1971.

Expository preaching as persuasive communication. Don Sunukjian, U. of California, Los Angeles, 1971.

A functional analysis of the operation of communication in the contemporary presidential campaign. David L. Swanson, U. of Kansas, 1970.

Homophily-heterophily in information-seeking and friendship communication and village modernity. Dilip Bhowmik, Michigan State U., 1971.

Judicial rhetoric as persuasive communication. Eadie F. Deutsch, U. of California, Los Angeles, 1971.

Language of institutional racism. Donn F. Bailey, Pennsylvania State U., 1971.

Motivation of process in communication. Olga M. Bom, State U. of New York at Buffalo, 1971.

A multi-channel presentation development procedure based on known rhetorical, communication, and visual theory. Harold R. Hickman, Brigham Young U., 1971.

Reactions to obscenity: Description and explanation. James J. Lewis, U. of Denver, 1970.

The relationship between body type, voice, and presentation of evidence. Basil Kolb, U. of Nebraska, 1971.

The relationship between values and listening comprehension. Kenneth C. Paulin, Purdue U., 1971.

The relationship of critical information use behaviors to the political effectiveness of low income urban blacks. John Bowes, Michigan State U., 1971.

The rhetoric of avant-garde artistic expression. Arthur Doederlein, Northwestern U., 1970.

The rhetoric of the myth of Nordic supremacy: A rhetorical critique of Houston Stewart Chamberlain's *Foundations of the Nineteenth Century*. Jeffrey C. Hart, U. of Wisconsin, 1970.

A rhetorical analysis of "syntactic structures." Richard Engnell, U. of California, Los Angeles, 1971.

A rhetorical analysis of the fiction of Flannery O'Connor. George E. H. Chard, Northwestern U., 1974.

A rhetorical analysis of the social thought of Erich Fromm. Brian Betz, Northwestern U., 1971.

Rhetorical analysis of Twain's *Connecticut Yankee*. Madeline M. Keaveney, U. of Illinois, 1970.

Rhetorical genres in early American public address. Dennis L. Bailey, U. of Oklahoma, 1971.

The rhetorical potentialities of urban ghettos: A view of community focusing on communicative contacts. Robert J. Doolittle, Pennsylvania State U., 1970.

A rhetorical study of "The Craftsman." Walter G. Kirkpatrick, U. of Iowa, 1971.

A rhetorical-philosophical study of Edmund Burke's *Short Account, Present State of the Nation,* and *Present Discontents*. Michael C. McGee, U. of Iowa, 1971.

A semantic-linguistic method of criticism. John Kowalzik, Southern Illinois U., 1970.

The significance of the source spectrum in speaker identification. Marjorie K. Tylke, U. of Illinois, 1971.

Social influence: A communication approach. John Kochevar, Michigan State U., 1970.

Some aspects of internal communication in religious communities. Martha Jacob, Michigan State U., 1971.

Strategic communication: A model of communication, choice, and behavior in conflict situations. Peter Richard Longini, U. of Pittsburgh, 1970.

A study of the relationships among dogmatism, cognitive complexity, and selected variables of speech encoding. James W. Lohr, U. of Nebraska, 1971.

A study of the rhetorical bases of *ars dictamen*. Marion Sitzman, Southern Illinois U., 1971.

Subjectivity in contemporary rhetorical theory. Robert L. Fulford, U. of Illinois, 1971.

A systems analysis of the communication adaptation of a community action agency. Marcus L. Hickson III, Southern Illinois U., 1971.

Topoi in judicial rhetoric. Steven Shiffrin, U. of California, Los Angeles, 1970.

Whitey as soul brother: A descriptive analysis of black-white interaction. Elias Mahigel, U. of Minnesota, 1971.

William Styron and the novel as rhetorical act. Mary Susan Strine, U. of Washington, 1971.

Persuasion and Attitude Change

An analysis of the latitudes of acceptance, rejection, and non-commitment as variables affecting the invention process. Edward G. Skirde, Pennsylvania State U., 1971.

An analysis of the relationships between chronological age and susceptibility to persuasion. Charles Byron Zartman, U. of Denver, 1970.

Applied literature: A theoretical and experimental investigation of the persuasive effects of oral interpretation. Benjamin A. Ramsey, U. of Colorado, 1970.

Clozentropy, language intensity, and style in persuasive communication. John Cagle, U. of Iowa, 1971.

Differential effort in counterattitudinal advocacy: Effects on attitude change and extinction. Bonita Perry, Michigan State U., 1970.

Effects of certain permission and obligation words upon alternative and hypothetical propositions. Jack Ray, U. of Southern California, 1970.

The effects of message encoding and message decoding on feelings of hostility. Roger Haney, Michigan State U., 1970.

The effects of two types of visual materials on attitude change, source credibility, and retention. Wiliam J. Seiler, Purdue U., 1970.

The effects of varying degrees of audience density upon auditor attitude. Emory Griffin, Northwestern U., 1970.

Evaluation-affect in images of other nations and three sources of information. Dick Joyce, Michigan State U., 1970.

An experimental study of perceived intent to persuade, source credibility, and topic salience in persuasive communication. Loren Anderson, U. of Michigan, 1970.

An experimental study of public commitment to a contra-attitudinal position in a free choice situation. John Abrams, U. of Michigan, 1971.

An experimental study of the effect of humorous message content upon ethos and persuasiveness. Allen J. Kennedy, U. of Michigan, 1970.

Experimental study of theme and thesis as key variables effecting responses in speakers' audiences. Ralph E. Hillman, Pennsylvania State U., 1971.

An investigation of persuasive strategies for affecting racial attitudes in adult education programs. Larry Richardson, Washington State U., 1971.

The persuasive efficacy of equivocation. Blaine Goss, Michigan State U., 1971.

A strategy of persuasion which adapts to listeners' "most important *eide topoi*." Dominic A. Infante, Kent State U., 1971.

A study of attitudinal resistance to change in an economically underdeveloped society. Wilson Bryan Key, U. of Denver, 1970.

Subjective probability and source credibility. Charles Edward Welch, U. of Denver, 1970.

Theorists

ARISTOTLE. Aristotle's audience. Charles A. Willard, U. of Illinois, 1971.

BURKE. Kenneth Burke: Challenge to formalism. Robert L. Heath, U. of Illinois, 1971.

COQUELIN. The rhetoric of Benoit-Constant Coquelin. Marguerite B. Coe, U. of Southern California, 1971.

HERMOGENES. Hermogenes of Tarsus' *Peri Ideon*: A translation with introduction and notes. Robert L. Hendren, Louisiana State U., 1971.

HOFFER. The rhetoric of Eric Hoffer. Paul W. Batty, U. of Illinois, 1970.

MACARTNEY. The relation of Clarence Edward Macartney's theory of truth to his rhetorical practice. Harry Farra. Pennsylvania State U., 1970.

MORRIS. Charles Moris on signs, behavior and rhetoric. Barbara Eakins, U. of Iowa, 1971.

OGILVIE. John Ogilvie's theory of discourse. James Irvine, U. of Iowa, 1972.

RESTON. The speech theory and criticism of James B. Reston. Bennie J. Gilchriest, Louisiana State U., 1971.

TILLICH. The rhetoric of Paul Tillich. Carolyn C. Deile, U. of Illinois, 1971.

SPEECH SCIENCES

Anatomical Correlates

The acoustic attributes of stress. Michael McClean, U. of Washington, 1971.

Interrelationships between CM distortion components and unit responses from the 8th nerve. Berner Chesnutt, Northwestern U., 1971.

Intersensory perception in mentally retarded and language disturbed children. Mary Ann Evans, Northwestern U., 1971.

Physiological correlates of retention of complex stimuli. David M. Briody, U. of Utah, 1971.

A study of dichotic and dichoptic bisensory performance in a selected normal population. Arthur M. Guilford, U. of Michigan, 1970.

A study of evoked electrocerebral responses to visual stimuli in children with visual learning disabilities. Dianne T. Shields, Northwestern U., 1970.

Articulation and Language Behavior

Cinefluorographic investigation of the coarticulatory behaviors of the tongue apex and tongue dorsum. James D. Amerman, U. of Illinois, 1970.

A descriptive study of the relationship of certain critical values and motivational achievement to self-concept in reticent and non-reticent populations. Carl Johnson, U. of Denver, 1970.

Differences in coarticulation patterns of speakers with normal and defective articulation. Sophia Hadjian, State U. of New York at Buffalo, 1972.

The effect of an auditory discrimination program on articulation when the focus is on the error phoneme rather than upon the target phoneme. Marshall J. Duguay, State U. of New York at Buffalo, 1971.

An investigation of language deficiency in a prison population. Carol McCall, U. of Denver, 1971.

A study of repetition behavior of preschool suburban and inner city children. Winifred E. Brownell, State U. of New York at Buffalo, 1971.

A verbal language analysis of institutionalized versus non-institutionalized mentally retarded children. James C. Montague, Jr., U. of Denver, 1971.

Hearing and Discrimination

Auditory perception of temporal sequence in children with specific language impairments. Ruth E. Hill, State U. of New York at Buffalo, 1971.

Auditory reassembly of segmented sentences. Gordon Schuckers, U. of Illinois, 1970.

Binaural beats: Detection as a function of the intensity differential between the two ears. May Chin, Northwestern U., 1971.

Central effects of the human peripheral auditory mechanism. Donald Hood, Northwestern U., 1970.

Classifications of *Modified Ascending Bekesy* (MAB) tracings. Donald D. Johnson, U. of Illinois, 1970.

A comparison of most comfortable loudness level and aural harmonic threshold in normal hearing subjects. Stephen Fausti, U. of Washington, 1971.

The effect of sound pressure level and stimulus envelope upon supra-threshold integration of acoustic power. Richard Cornell, Northwestern U., 1970.

The effects of polarizing currents upon cochlear summating potentials. John Durrant, Northwestern U., 1971.

Fractional subharmonics: Species characteristics. Ruth Robbins, Northwestern U., 1971.

The influence of varying time factors on the perception of speech. Colette Coleman, U. of Washington, 1971.

An investigation of hearing ability and related factors in cleft palate patients. Sally Arenson Wollins, U. of Pittsburgh, 1970.

Investigation of the validity of messages used in the determination of auditory discrimination. David Wark, Indiana U., 1971.

The Modified Rhyme Test: Discrimination scores of an adult sensorineural population. Charles E. Swain, U. of Illinois, 1971.

Tonal perception as a function of stimulus duration. Eddie Jack Miller, U. of Washington. 1971.

Language and Linguistics

An analysis of the content of oral language patterns of children. Shirley J. Pine, U. of Denver, 1970.

A cinefluorographic study of the emphatic non-emphatic feature in Arabic as a correlate of English tense-lax feature. Latif H. Ali, U. of Illinois, 1971.

Compression of Taiwanese, Japanese, Hindi, and English speech. Marion D. Meyerson, U. of Illinois, 1971.

Correlates to language development in children. Charlotte Johnson, U. of Pittsburgh, 1970.

A crtical evaluation of click location during sentence perception. Richard C. Berry, U. of Illinois, 1970.

EEG activity during speech encoding. Leonard Ellis, U. of Illinois, 1971.

A normative study of the length-complexity index. Lynn E. Miner, U. of Illinois, 1970.

Semantic, phonological and syntactic conditioning in language encoding. Michael T. Motley, Pennsylvania State U., 1970.

Word and sentence intelligibility as a function of harmonic and frequency distortion and message tasks. John Page, Indiana U., 1970.

Language Learning and Learning Disorders

An experimental investigation of speech retention as a function of auditory form. Dennis C. Jones, U. of Oklahoma, 1971.

Functional changes which occur in the development of syntax in deaf children. Carol A. Prutting, U. of Illinois, 1970.

The influences of behavioral example and verbal instruction on the behavior judgments of children with language deficits. Tanis H. Schwartz, Northwestern U., 1970.

Learning problems among children with endochronological disturbances. Suzanne M. Perlman, Northwestern U., 1970.

Speech therapy for the homebound aphasic patient. Sylvia Greenberg, U. of Pittsburgh, 1970.

Stuttering

Aspects of linguistic and respiratory behavior in stuttering. Stephen D. Grubman, State U. of New York at Buffalo, 1972.

The effect of the metronome on spontaneous speech of stutterers. Forrest G. Umberger, U. of Illinois, 1971.

The influence of temporal, situational, and task variables on stutterers' response to adaptation tasks. Sister Charleen M. Bloom, U. of Illinois, 1970.

Testing

An analysis of the effect of the trans-throat stimulator on speech sound modification. Leo W. Snedeker, U. of Denver, 1970.

A comparative study of three methods of evaluating velo-pharyngeal closure in cleft palate individuals. Quinter Cleo Beery, U. of Pittsburgh, 1970.

The effect of subject age on two audiometric tests for central auditory lesions. Wallace Perrin, U. of Michigan, 1970.

Effects of involvement treatments on involvement latitudes. Robert Halle, U. of Washington, 1971.

The effects of ototoxic drugs upon the latency of whole-nerve action potentials. Chang Yang Wang, Northwestern U., 1971.

Forward masking under homophasic and antiphasic listening conditions. Jerry Punch, Northwestern U., 1971.

An interaction of forward and backward masking. Richard Wilson, Northwestern U., 1970.

An investigation on the feasibility of forced-choice techniques employing 2 dB increments in clinical pure-tone threshold determination. Anthony J. Miltich, U. of Michigan, 1970.

A new method for assessment of velopharyngeal closure. Robert G. Johnston, U. of Illinois, 1970.

The nurse-patient relationship in the home setting. Margaret Louise Pluckhan, U. of Denver, 1970.

The performance of laryngectomees on selected audiological tests as a basis for predicting acquisition of esophageal speech. Daniel Edward Martin, U. of Michigan, 1970.

A verbal algorithm and computer programs for a randomization test applicable to two conditions in a completely randomized design. Stanley Arthur Schabert, U. of Pittsburgh, 1970.

Voice Science

Comparison between the effects of phonetic context on voiceprint identification reliability using a Kay Electric Company Sona-Graph and a Voiceprint Laboratories Sound Spectrograph. Barry M. Hazen, State U. of New York at Buffalo, 1971.

A comparison of pair-member likeness for identical and fraternal same-sex twins on selected phonological, morphological, and syntactic measures. Robert E. Chubrich, State U. of New York at Buffalo, 1971.

The effect on normal voice of atypical pitch and intensity levels of phonation. Robert Edward Stone, U. of Michigan, 1970.

Video tape recording and audio tape recording as aids to improvement of pronunciation of selected phonemes among teen-age Navajo students at the Intermountain Indian School, Brigham City, Utah. Paul T. Prince, U. of Utah, 1971.

Theatre

Actors

Barrett. Lawrence Barrett on the New York stage. James R. Miller, Tufts U., 1970.

Bateman. Kate and Ellen Bateman: A study in precocious genius. Robert S. Badal, Northwestern U., 1971.

Bernard. The life and career of John Bernard: 1756-1828. Napoleon B. East, U. of Kansas, 1970.

Booth. Edwin Booth's German tour. Lorraine Hanson, U. of Illinois, 1970.

Brady. A study of the acting of Alice Brady. William A. Lang, U. of Illinois, 1970.

Casson. A study of Lewis Casson and his career in the theatre, 1903-1969. Diana D. Graham, U. of Minnesota, 1971.

Cooper. A biography of Thomas Abthorpe Cooper (1776-1849). Fairlie Arant, U. of Minnesota, 1971.

Kean. Charles Kean as an actor. Virginia Lee Royster, Indiana U., 1971.

Placide. Henry Placide: The man, his art, and his critical reception. Joseph B. Kaough, III, U. of Kansas, 1970.

Skinner. A study of the actor, Otis Skinner. Sister Germaine Corbin, U. of Illinois, 1970.

Criticism

An analytical study of the dramatic theory and criticism of Francis Fergusson. Bob F. Leonard, U. of Kansas, 1970.

The dramatic criticism of Alexander Woollcott. Morris U. Burns, U. of Kansas, 1970.

The dramatic criticism of Andrew C. Wheeler. Thomas K. Wright, U. of Illinois, 1970.

The relationship of Bertolt Brecht's critical writings, theories, and methods to oral interpretation. Harriet Epstein Rice, Purdue U., 1971.

Direction, Design, Production

A comparative study of theatrical costuming in the court of Louis XIV. Bettie Seeman, U. of Michigan, 1971.

The design of electrical lighting control systems in the United States. Roger Burch, U. of Illinois, 1970.

Filippo Juvarra's scenic design during his architectural apprenticeship in Rome: 1706-1713. Thomas C. Tews, Louisiana State U., 1971.

An investigation of selected contemporary American scene designers. Clyde Kuemmerle, U. of Minnesota, 1971.

Joshua Logan's directorial approach to the theatre and film. Phil Dean Boroff, Southern Illinois U., 1970.

Production history of *Measure for Measure.* Kathleen George, U. of Pittsburgh, 1970.

Selected Wakefield master plays: Verbal clues to non-verbal production elements. David Ball, U. of Minnesota, 1971.

Staging at the Hotel de Bourgogne, 1630-1635. Lorelie Guidry, U. of Iowa, 1971.

Staging in the private playhouses, 1630-1640. Gael Hammer, U. of Iowa, 1971.

The theatre director Otto Brahm. Horst Claus, U. of Kansas, 1970.

The theatrical business practices of William A. Brady. Lawrence J. Wilker, U. of Illinois, 1970.

Uses of motion picture film as additional content for presentations on the legitimate stage. Jeffrey Brown Embler, U. of Pittsburgh, 1970.

Dramatic Theory

An analytical study of the dramatic theory and criticism of Francis Fergusson. Bob F. Leonard, U. of Kansas, 1970.

Chamber theatre and structure of narrative prose. Janet Coffin Beck, U. of Illinois, 1971.

The effects of creative drama on person perception. Mary Elin Wright, U. of Minnesota, 1971.

The relationship of Bertolt Brecht's critical writings, theories, and methods to oral interpretation. Harriet Epstein Rice, Purdue U., 1971.

The rhetoric of avant-garde artistic expression. Arthur Doederlein, Northwestern U., 1970.

Dramaturgy, Dramatic Themes, Conventions

An analysis of the structure and social relevance of selected plays written in English in India, after 1946. Deenaz P. Coachbuilder, Brigham Young U., 1970.

Authorial strata in three Chester plays. Laurilyn Rockey, U. of Iowa, 1971.

Changing concepts of dramatic action and their relationship to theatrical form. Richard Weiland, U. of Minnesota, 1971.

Evolution and changes in the concept of evil as it progresses through English drama from the beginnings of that drama to 1642. Thomas Janecek, U. of Ilinois, 1970.

An experiment in the use of Brecht's epic style and didactic form for the dramatization of contemporary problems. Morris E. Schorr, U. of Illinois, 1970.

Game-structure in selected plays. Charles Myers, U. of Iowa, 1971.

The grotesque in representative Western European playwrights of the twentieth century. Ailene Cole, U. of Minnesota, 1971.

Playwriting and production of original scripts. Christopher Boris Stasheff, U. of Nebraska, 1972.

The Saint and four playwrights: A rhetorical analysis for the interpreter of Joan of Arc as depicted in plays by Shakespeare. Anouilh, Shaw, and Anderson. Isabel Crouch, Southern Illinois U., 1970.

Writing and producing new plays. Tai Youn Joe, U. of Nebraska, 1972.

History: American

Ben Greet in America: An historical study of Sir Phillip Ben Greet's work in America and his influence on the American theatre. Dale E. Miller, Northwestern U., 1971.

The Federal Theatre Project in Florida. Robert Mardis, U. of Denver, 1971.

A guide to manuscripts and special collections in the performing arts in the United States and Canada. William C. Young, U. of Kansas, 1970.

The history of professional theatre in Salem, Ohio, 1852-1900. Marshall G. Cassady, Kent State U., 1971.

A history of the Lafayette Theatre, New York City, 1825-1829. Robert B. Montilla, Indiana U., 1971.

A history of the spectacular in the American circus. John F. Krich, Jr., U. of Pittsburgh, 1970.

A history of the War Department Liberty Theatres, 1917-1919. Weldon Durham, U. of Iowa, 1971.

Matinee idols in America from 1880-1910. Alan V. Kennedy, U. of Pittsburgh, 1971.

The Pemberton technique: A study of Brock Pemberton's contributions to the American theatre. Charles R. Hill, U. of Kansas, 1970.

Philip Moeller and the Theatre Guild: An historical and critical study. David Wiley, Indiana U., 1971.

Religious opposition to the theatre in America. Edward G. Kelley, U. of Illinois, 1970.

Thirteen American frontier plays: 1870-1906. Rosemarie Bank, U. of Iowa, 1971.

Use of the term "convention" in theatre textbooks. James Rockey, U. of Iowa, 1971.

History: Other

The aftermath of World War II in German drama. Robert Bays, U. of Minnesota, 1971.

Comedia dell'arte and the origin of English pantomime. Edward Sostek, U. of Iowa, 1972.

A critical history of the Leningrad Theatre Institute. Jonathon Mezz, U. of Minnesota, 1971.

The decline of the cycle play in sixteenth century England. Bing Bills, U. of Iowa, 1971.

Enactment by the Lord Admiral's Company, 1590-1600. John Whitty, U. of Iowa, 1971.

A guide to manuscripts and special collections in the performing arts in the United States and Canada. Wiliam C. Young, U. of Kansas, 1970.

History of the Theatre Royal, Montreal, 1825-1835. A. Owen Klein, Indiana U., 1971.

The monastic community at Winchester and the origin of English liturgical drama. George B. Bryan, Indiana U., 1971.

The repertory system and the evolution of the long run in the London theatre, 1800-1870. Wade Craven Mackie, Indiana U., 1971.

A survey of the Russian serf theatre in the late eighteenth and early nineteenth centuries. Jackie Fooks, U. of Kansas, 1970.

Original Plays

"The Overreacher: Tragic Hero": A dramatization of the life of Christopher Marlowe and a play about a modern hero on the same theme. Peggy Lautenschlager, Brigham Young U., 1972.

Three original scripts for readers theatre: *Trumpet of the New Moon, Mr. Herman and the Cave Co.,* an unnamed script with an historical approach. Joseph Robinette, Southern Illinois U., 1971.

Three plays about victims: A collection of three full-length plays with a commentary on victims. Jack Stokes, Southern Illinois U., 1970.

Playwrights

BRECHT. Elements of the absurd in selected plays by Bertolt Brecht. C. Paul Andersen, Brigham Young U., 1972.

COWARD. The comic: An analysis of Noel Coward's selected comedies. Donald P. Hill, U. of Minnesota, 1971.

CREBILLON. The tragedies of Prosper-Jolyot de Crebillon. Thomas Peter Collins, Indiana U., 1971.

HERNE. A critical-historical study of the extant plays of James A. Herne. Eugene Adam Saraceni, U. of Pittsburgh, 1970.

HOFMANNSTHAL. A study of the theatricality in the dramas of Hugo von Hofmannsthal. Don Sobolik, U. of Nebraska, 1972.

JERROLD. The melodramas of Douglas William Jerrold. Arnold J. Kunde, Indiana U., 1971.

PIRANDELLO. Ethos as mask: A study of character as created by conventions and dramatic actions in selected plays of Luigi Pirandello. Kathleen R. Bindert, Northwestern U., 1974.

SHAKESPEARE. An analysis of the influence of motherhood on the major female characters in Shakespeare's history plays. Karen D. Smith, Northwestern U., 1974.

Shakespeare's manipulation of stage illusion: Role-playing as a regulator of aesthetic distance and audience point of view. Douglas C. Sprigg, U. of Michigan, 1971.

SHAW. The dramatic intensions of Bernard Shaw. Alan R. Andrews, U. of Illinois, 1970.

SHIRLEY. A critical edition of James Shirley's *The Grateful Servant.* Jack Ramsey, U. of Michigan, 1971.

Translations and Adaptations

Novel into play: An examination and illustration of techniques used in the adaptation of selected American novels for stage performance. Warren L. Frost, U. of Minnesota, 1971.

A selection, translation and annotation of the works of Lev Kuleshov. Ronald R. Levaco, Southern Illinois U., 1971.

ABSTRACTS OF DOCTORAL DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION, 1969

MAX NELSON, Editor
California State College, Fullerton

This section contains 232 abstracts received from thirty-two universities. Unless otherwise indicated, the dissertations abstracted were submitted for the Ph.D. degree during the calendar year 1969. The author of each dissertation was the abstracter unless notation to the contrary appears at the close of the entry.

Many of the dissertations abstracted are relevant to more than one area of the field, but one relates primarily to Forensics, ten to Instructional Development, ten to Interpersonal and Small Group Interaction, nine to Interpretation, seventeen to Mass Communication, forty-four to Public Address, thirty to Rhetorical and Communication Theory, sixty-one to Speech Sciences, and fifty to Theatre.

To facilitate reference, each abstract is arranged alphabetically by author under its area of primary designation; within this arrangement, each abstract is numbered sequentially from A-0001 through A-0232. The numbering system permits cross-referencing within the list of abstracts as well as providing a means of indexing the abstracts in the subsequent bibliography, "Graduate Theses and Dissertation Titles, An Index of Graduate Research in Speech Communication, 1969."

FORENSICS

A-0001. Benson, James A. The Use of Evidence in Intercollegiate Debate. Purdue U.

This study investigated the use of evidence by a sample of twenty-four inexperienced (novice), twenty-four experienced (varsity), and twenty-four experienced (championship) calibre debaters.

The research investigated the use of evidence by the three levels of debaters to determine differences in the use of evidence and compared their use of evidence to findings of previous studies and textbook standards.

Championship debaters used about 25% more evidence than varsity debaters; varsity debaters presented approximately 33% more evidence than novices. The distribution of evidence among the four speakers in a debate was more even among experienced debaters than among novices. All debaters relied primarily upon opinion evidence. The majority of the evidence presented was from sources likely to be primary, and most of the verified evidence was paraphrased.

Novice and varsity debaters presented evidence primarily to establish and re-support their own contentions, while championship debaters used much of their evidence to clash with opponents. Most evidence was relevant to the contention it was used to support.

These debaters usually did not provide sufficient documentary information to indicate clearly the location of their evidence. Approximately 1/5 of the evidence presented was affected by inaccuracies.

The debaters' use of evidence conformed to textbook standards for using large amounts of evidence, primary reliance upon opinion and factual evidence, use of primary sources, and relevancy of evidence. It did not conform to textbook standards of primary reliance on factual evidence, complete documentation of evidence, and absolute accuracy of evidence.

Camp, Leon Raymond. The Senate Debates on the Treaty of Paris of 1898. *See* A-0054.

Dause, Charles A. An Analysis of the 1937 Public Debate over Franklin D. Roosevelt's Court Reform Proposal. *See* A-0058.

Engdahl, Lynn H. A Study of Debate in the United States Senate: The 1957 Debate over Civil Rights. *See* A-0061.

Ilardo, Joseph Anthony. The Bradlaugh Case: A Study of the Parliamentary Debates Concerning the Affirmation-Oath Controversy, 1880-1891. *See* A-0067.

Olmstead, Marvin L. An Analysis of the Argumentation of the Alaskan Boundary Tribunal. *See* A-0074.

Schmidt, John W. The Gulf of Tonkin Debates, 1964 and 1967: A Study in Argument. *See* A-0081.

INSTRUCTIONAL DEVELOPMENT

A-0002. Adams, Jay E. The Homiletic Innovations of Andrew W. Blackwood. U. of Missouri, Columbia.

Andrew W. Blackwood's career was devoted to progress in homiletic theory and instruction. He taught at Princeton Theological Seminary for twenty years, where he introduced innovations in course offerings and new methods of teaching. He wrote books and articles treating subjects previously neglected in the field of homiletics. He sketched a theory of imagination as the controlling factor in homiletics that deserves further study and development. Despite these contributions, his desire for the total homiletical orientation of the seminary was not realized.

Blackwood's home, church, and teachers (George Lyman Kittridge and George Pierce Baker at Harvard, and Benjamin B. Warfield at Princeton) were the most formative influences upon his life. From these teachers he learned goals and methods that he later adapted to the teaching of homiletics. Of special note was the application of the case method to the study of sermons, and the coach method to the teaching of sermon preparation.

During the early years of his ministry in pastorates in Kansas and Pittsburgh, Blackwood became aware of the inadequacies of the instruction that he had received in homiletics and began an independent study of the subject. The results of this study were published as a series of articles during his next two pastorates at Columbia, South Carolina, and Columbus, Ohio. These articles were the basis of most of his later courses and books. Blackwood has had a marked effect upon Protestant preaching in America through his innovations.

A-0003. Applbaum, Ronald L. A Method for Evaluating Communicative Behavior Change. Pennsylvania State U.

It was the purpose of this thesis to test a method for assessing change in observable communicative behavior. The method differed from previous classroom rating procedures in that it attempted to control the effect of raters' perceptual fields on measurements by using a perceptual anchorage process. It was hypothesized that the anchorage process would facilitate raters' production of reliable measurements of communicative behavioral change.

The method was tested in seven classrooms in both the elementary and secondary levels. Four sets of four raters each were trained in the use of this methodology. Each set of raters consisted of two raters with prior rating experience with the behavior and two without the experience. Each rating period was separated by a six week interval. The difference between the two rating measurements constituted the subjects' behavioral change. The resulting data were analyzed with a two-way analysis of variance.

The results indicated that no real differences existed between experienced and inexperienced raters utilizing this rating method. Raters' lack of experience with the behavior did not affect raters' judgments. The raters were able to discriminate between the subjects' behavioral change, *i.e.*, raters' measurements indicated that subjects manifested varying amounts of communicative behavioral change between the rating periods. The results indicated that rater measurements were significantly related, and thus, reliable indices of communicative behavioral change.

Barwind, Jack A. The Effects of Varied Ratios of Positive and Negative Nonverbal Audience Feedback on Selected Attitudes and Behaviors of Normal Speaking College Students. *See* A-0093.

A-0004. Bohlken, Robert L. A Descriptive Study of the Relationship Between Interpersonal Trust and Speech Teacher Effectiveness. U. of Kansas.

The immediate purpose of this research was to describe the relationships between the communication variable of interpersonal trust, measured by *The Giffin Trust Scale,* and speech teacher effectiveness at the college freshman level as it was measured by *The Abridged Patton Speech Content Exam, The Rossillon Speaker's Self-Concept Scale,* and the final course grade.

The pretest-posttest experimental design indicated that both the Patton Exam, measuring students' knowledge and appreciation of speech, and the Rossillon Scale, measuring speech attitude and ability, were significantly related to each other initially and terminally, and they both were related to the final course grades. However, neither the student's gain in speech knowledge nor his change in speech self-attitude was related to his trust of his instructor. There was a negative, significant relationship between a speaker's speech knowledge and his trust of his instructor.

Interpersonal trust appeared dynamic and reciprocal. The students expressed a very high degree of trust initially for their instructors, but this trust diminished significantly during the semester. The instructors' trust of their classes progressed in a positive, nonsignificant manner during the semester. The instructor who expressed a high degree of trust for his class was reciprocated by a high degree of trust from his students at the end of the semester.

Dynamic, reciprocal interpersonal trust within a college freshman speech course appears not significantly related to speech teacher effectiveness when measured by the fulfillment of the prescribed course objectives through tests of knowledge, attitude, and course grades.

Costello, Janis M. The Effects of Social Stimuli on Verbal Responses of Adult Aphasic Subjects. *See* A-0134.

A-0005. Felsenthal, Norman A. Racial Identification as a Variable in Instructional Media. U. of Iowa.

This dissertation investigated one aspect of reference group theory (racial identification) and examined the effects of this identification on the acquisition of knowledge and the formation of attitudes.

Eighth grade students served as subjects. Forty per cent were black; the balance were white. All 256 subjects were exposed to a mediated instructional presentation, a sound-slide package. Half the subjects viewed a "white" version of the stimulus in which the narrator spoke standard English and three pictures of a white man were interspersed among the content slides. The remaining subjects viewed a "black" version in which the *same* narrator spoke with a Negro dialect and pictures of a black man were utilized. All subjects completed a retention test, a series of semantic differential-type attitude measures, and a specially constructed racial identification test.

An analysis of variance design was employed with race of the subjects and presumed race of the narrator (the treatment effect) as the sources of variance. The hypothesized race by treatment interaction was not significant for retention or for the attitude scales. Neither of the two main effects yielded a significant difference.

The racial identification test indicated that black and white students clearly identified with members of their own race in a free choice situation. Nevertheless, this difference in reference groups had no significant effect on interaction between race of subjects and perceived race of narrator when retention, attitude toward content of narration, or source credibility were the criteria.

A-0006. Freeman, Sandra F. An Investigation of the Effect of Peer Group Criticism on the Improvement in Diction of Individuals in a College Course in Voice and Diction. New York U.

The purpose of this study was to determine the effectiveness of peer criticism in improving the speech of 112 students in a college course in voice and diction.

When the term began, students recorded a passage for evaluation by a jury of three on a five-point scale. After lectures on diction faults, students in four sections were assigned four dates for oral readings. After a reading in Class A, this researcher and all students criticized; in Class C, this researcher criticized. Class B was equally divided into Class B1 and Class B2. After a reading in Class B, this researcher and Class B1 criticized. Class B1 offered, but was not subject to, peer criticism. Class B2 did not criticize but was subject to peer criticism. At term's end, students re-recorded the passage for jury evaluation.

It was hypothesized that (1) Class A would improve more than Class B1 [supported to a limited extent]; (2) Class B2 would improve more than Class B1 [not supported]; and (3) Class C would improve least [supported to a limited extent].

Exposure to peer criticism was not as effective as was criticizing itself. But Class A, which had the benefit of both aspects of peer criticism, improved more than the other three classes. It was concluded that although offering criticism was more effective, the combination of the two factors, offering criticism and the receipt of that criticism, was more valuable than either of the elements alone.

Gonzalez, Frank S. Process Evaluation of Oral Communication. *See* A-0101.

A-0007. Gonzalez, Mercedes Luisa. Development and Evaluation of a Programmed Procedure for Training Classroom Teachers to Make a Preliminary Identification of Children with Certain Speech Disorders in Public Elementary Schools in Puerto Rico. U. of Michigan.

This study was designed to develop and evaluate a programmed procedure for training classroom teachers to screen and refer speech defective children between the ages of five to eight years. The following five types of speech disorders were included: (1) hoarseness, (2) hypernasality, (3) omission and/or substitution of sounds, (4) difficulty with [r] and/or [1], and (5) difficulty with [s].

In adition to the development of special training and testing materials and teacher training, this study sought data on (1) the effectiveness of the instructional program; (2) the effect of four variables: (a) two academic training levels of the teachers, (b) four grade levels, (c) three socio-economic school levels, and (d) years of teaching experience upon the amount of learning; and (3) the differential effectiveness of group and individual instruction.

The subjects selected were one hundred Puerto Rican public elementary school teachers without prior formal training in recognition of speech disorders. They were divided into two groups of fifty subjects each, one group served as controls and the other as experimental subjects. A pre-test-training-post-test procedure was used to measure the effectiveness of the instructional program.

The following conclusions were reached from an analysis of the data: (1) regardless of test form, trained teachers showed an average of fifty-nine points gain after the instructional program; (2) the data did not establish a significant difference regarding the effect of the four variables mentioned above upon the amount of learning; and (3) the differences between individually trained and group trained subjects were not statistically significant.

Goodyear, Finis H. An Experimental Study of the Motivational Effect of Punishment and Reward Anticipation on the Listening Comprehension of College Students. *See* A-0102.

Harrison, Carrol F., Jr. The Development of a Descriptive Listening Paradigm. *See* A-0103.

A-0008. Heun, Linda R. Speech Rating as Self-Evaluative Behavior: Insight and the Influence of Others. Southern Illinois U.

The present research study attempted to integrate the psychological evidence concerning insightful self-evaluation and the social psychological evidence concerning the impact of others' evaluations on self-perception in the basic communication class.

Specifically, the study investigated insight as the correlation of self and instructor evaluations across a four-speech span during regular class sessions of the basic speech course at Southern Illinois University.

The major thrust of the experiment was the investigation of peer influence (functioning with instructor influence) on self-concept in the speech classroom. A random incomplete block design was utilized to vary the opinion environment in order to investigate the effect of the relationship of evaluator to evaluatee on the influence of peer evaluations.

The major findings indicated that insight was not significant, and that it decreased from speech one to speech four. The correlation of peers and instructor on summed ratings, however, was significant (.01 l/s), suggesting that subjects did employ the criteria in a manner consistent with the instructor.

The analysis of others' influence on the self-concept revealed the stability of the self-concept over the four-speech span, *i.e.,* the prior self-evaluation was the best predictor of subsequent self-evaluations. Peer influence reached a significant level (.05 l/s) for the final self-rating, while instructor influence was non-significant across all four speeches for the sample tested.

The major findings of this study were supportive of the fruitfulness of further consideration of the link between self-concept theory and peer group theory functioning in the realm of communication. The major findings were supportive of trends in self-concept theory as they reinforced the relationship between academic self-insight and academic performance and the stability of the self-concept. They were also supportive of contemporary peer group theory as shown by the influence of peer evaluation on self-evaluation change in a relatively stable self environment.

Larson, Robert Frederick. The Effects of a Sex-Education Television Series on the

Attitudes and Family Sex Communication Patterns of Senior High School Students. ***See*** **A-0035.**

Mayer, Mary Alice. An Historical Study of the Issues and Policies Related to the Educational Application and Utilization of Community Antenna Television: Inclusive of 1949, Exclusive of 1969. ***See*** **A-0037.**

Mitchell, Oscar. The Effects of Listening Instructions, Information and Familiarity with the Speaker on Student Listeners. ***See*** **A-0113.**

A-0009. Mulac, Anthony John. An Experimental Study of the Relative Effectiveness of Three Feedback Conditions Employing Videotape and Audiotape for Student Self-Evaluation. U. of Michigan.

The research hypothesis was that the greater the completeness and accuracy of student speech performance feedback, the greater the degree of speech skill a student will later exhibit.

Feedback was operationalized as three levels of completeness of electronic replay: (1) videotape replay of two class performances plus traditional feedback (class and instructor critiques for all performances), (2) audiotape replay of two class performances plus traditional feedback, (3) no electronic replay of class performances but traditional feedback and viewing viedotapes of three other speakers.

The second independent variable was the subjects' two instructors; the third was pretest and post-test performances, completing the $3 \times 2 \times 2$ "fixed effects" model.

The 108 university Fundamentals of Speech students stratified on age, sex, speech background, and instructor, were randomly assigned to the three feedback treatment groups.

To quantify the dependent variable, speech skill, nine judges used the Price multi-factor rating scale. Videotape recordings of subjects' first and final class speeches were judged in stratified random order.

Several results of analyses of variance and planned comparisons supported the hypothesis. The videotape group demonstrated significantly greater overall speech skill ($p < .01$, $df = 102$) in final speeches than the audiotape group, representing a forty percent greater semester gain. The videotape group was also significantly better than the audiotape group on four of the six Price scale factors: Bodily Action, Personality, Language, and Voice.

However, no statistically significant differences were found between final speeches of audiotape subjects and subjects who received no electronic feedback.

Subjects without regard to treatment or instructor showed significant improvement ($p < .001$, $df = 102$).

A-0010. Naremore, Rita C. Teachers' Judgments of Children's Speech: A Factor Analytic Study of Attitudes. U. of Wisconsin.

This study investigated judgmental behavior of 33 white and Negro inner city teachers responding on a set of semantic differential scales to speech samples of 40 children of different social status, ethnicity, and sex on two topics, to answer these two questions: (1) Can teachers be grouped in terms of their attitudinal responses to children's speech? (2) Can teacher groups be contrasted and compared in terms of teacher characteristics, child characteristics, rating scale characteristics, and selected characteristics of children's speech?

The strategy attempted to group the teachers, using factor analysis on their responses to the children's speech samples. The groups yielded were compared and contrasted according to the ratings given to the different types of children on the semantic differential scales. To complete the picture of teacher behavior, a correlation analysis was undertaken, investigating the correlates of judgmental behavior in the children's speech. From this study it can be concluded that: (1) The teachers could be grouped into four types according to their attitudinal responses to children's speech, (2) The four teacher types were divided roughly along lines of teacher race. The types differed in the kinds of judgments they made and in the accuracy of those judgments across different types of children and different semantic differential scales. Pronunciation deviations and pausal phenomena in the children's speech were correlates of the subjective ratings for all teacher types, but types differed, roughly along lines of race, in the correlation between subjective judgments and qualitative versus quantitative variables in the children's speech.

Onder, James John. The Use of Television in Psychiatric Education. ***See*** **A-A-0039.**

A-0011. Patterson, Dorothy F. An Historical, Descriptive Study of the Television Teaching of Spanish in the Detroit Public Schools Following the Principles of Foreign Languages in the Elementary School (FLES). U. of Michigan.

It was the purpose of this study to investigate the television teaching of foreign languages in the elementary school. The teaching techniques examined were based on the philosophy of FLES. The specific focus of the study was the television teaching of Spanish for elementary grades in the Detroit School System.

The Detroit project was studied from its inception as part of a national experiment in television teaching through its development as a regular part of the curriculum of the Language Education Department for Detroit Elementary Schools. The content of the television courses was the responsibility of Language Education. The production and direction of the television lessons was the responsibility of the Department of Educational Broadcasting. The time period covered was September, 1957, through June, 1964.

The evolution of the television series was shown, beginning with the initial workshop in 1957. The courses of study for each semester were studied and the revisions in methodology and teaching techniques were summarized. In the same manner the development of the television production and direction was presented. The utilization of the television lessons in the classroom was an important aspect of the total project.

The roles of the television teacher, the classroom-viewing teacher, and the producer-director were studied. The changes in these roles were indicated.

There were no control classes so no true scientific data were available. The body of evidence presented was empirical and indicated that children did learn to speak and understand Spanish with the television and FLES methods used.

Perozzi, Joseph A. The Relationship Between Speech Sound Discrimination Skills and Language Abilities of Kindergarten Children. *See* A-0156.

Stech, Ernest L. An Empirical Study of Videotape Self-Confrontation, Self-Evaluation, and Behavior Change in Speech Therapist Trainees. *See* A-0167.

Viamonte, Daniel, Jr. An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States. *See* A-0047.

Wesley, Robert J. A Study of Instruction for Liturgical Reading in Roman Catholic Diocesan Seminaries in the United States. *See* A-0030.

INTERPERSONAL AND SMALL GROUP INTERACTION

Bohlken, Robert L. A Descriptive Study of the Relationship Between Interpersonal Trust and Speech Teacher Effectiveness. *See* A-0004.

A-0012. Donaghy, William C. An Experimental Study of the Effects of Anxiety on Nonlexical Verbal Behavior in Female Dyad Groups. Northwestern U.

The purpose of this study was to examine the effects of high and low anxiety conditions, created by altering the subjects' perception of the nature of the situations, on the nonlexical verbal behavior of female peer dyads. Specifically, the types of nonlexical behaviors of interest were George F. Mahl's speech disruption categories.

Forty female subjects (20 dyads) discussed four topics for six minutes each; topic order was controlled. High and low anxiety conditions were created through prerecorded instructions. Both subjective (Multiple Affect Adjective Check List) and physiological (Galvanic Skin Response) measures were used to validate the inducement of the independent variable. Three speech disruption ratios were calculated: the total speech disruption ratio, the non-"ah" ratio, and the "ah" ratio.

The results of the galvanic skin response measure confirmed that there was significantly higher anxiety created in the high than in the low anxiety treatments. The Multiple Affect Adjective Check List showed nonsignificant differences in the same direction. The results revealed that only the "ah" ratio was effected by the independent variable; significantly more "ahs" occurred during the high anxiety discussions.

Two possible explanations were suggested for the findings. First, the hypotheses themselves could have been incorrect as applied to dyadic peer groups; almost all previous research of this type has been done on nonpeer groups such as psychiatric interviews. Second, the method of inducing anxiety might have also created other uncontrolled variables; the "ah" ratio has been found to correlate with other emotions such as "informational uncertainty."

A-0013. Forston, Robert F. The Decision-Making Process in the American Civil Jury:

A Comparative Methodological Investigation. U. of Minnesota.

This study made a descriptive and comparative analysis of three types of jury simulation techniques to estimate their usefulness for further research in the decision-making process of civil juries. The primary emphasis was on the way the subjects in various simulations processed information and arrived at verdicts. A method for the analysis of deliberations was also developed, and some tentative descriptions of the dynamics of jury deliberations emerged.

Sixteen juries were studied: six Fact Sheet (summary sheet), six Audio Trial (edited audio recording), and four Live Trial (mock trial). Two of the Live Trial Juries thought their decisions were legally binding. All subjects were regular county jurors who had been randomly selected.

Transcripts of the deliberations were quantitatively analyzed through a content analysis procedure, and questionnaires and video recordings were used in a qualitative case study comparison of each jury.

The research indicated: (1) all sixteen juries made their decisions in substantially the same manner, (2) Fact Sheet and Audio Trial Juries provided better control of variables at less expense and effort, (3) jurors who perceived their verdict as legally binding deliberated in much the same way as jurors who knew their decision was not legal, (4) civil juries have characteristics common to other small task-oriented groups, (5) juries were rarely dominated by one influential juror—instead a group of six usually made the decision, (6) two different communication patterns resulted with the two tasks of a plaintiff jury, and (7) four tested hypotheses produced similar results in all simulations.

A-0014. Gratz, Robert D. An Experimental Investigation of the Conditionability of a Non-Projection Orientation in College Student Discussants. Bowling Green State U.

This study employed a verbal conditioning paradigm, modified by findings of speech researchers and small group communication specialists, to discuss a problem suggested by semanticists. It was asked whether a problem-solving discussion could be an arena for employing variations of certain operant conditioning procedures.

The study attempted to discover whether verbal conditioning procedures could be employed in small group, problem-solving discussions to increase subjects' rates of utterance of non-projection statements. Two experimental conditions were studied, with ten groups consisting of two male experimental confederates and one female subject. The experimenter supplied the problem for discussion. During the first five minutes of each discussion, no systematic reinforcement was given to a subject. During the next twenty minutes, all non-projection statements of a subject were reinforced via non-verbal social approval. In the last fifteen minutes, no systematic reinforcement was given. In ten groups, only one confederate provided the reinforcement; in the other ten, both confederates presented reinforcement. Measures of subjects' ideal and real self-concepts were obtained via a semantic differential before and after the experimental experience. Finally, a multiple-choice questionnaire was employed to assess the subjects' awareness of the conditioning procedure attempted.

No significant conditioning effects were observed in individual subjects or within experimental conditions. No significant differences in rates of utterance were discovered between experimental conditions. Changes in ideal and real self-concepts were non-significant, and subjects were unaware of the attempted conditioning. Explanations for the findings were proposed, and directions for further research were suggested.

Hubbell, Robert D. An Exploratory Study of Selected Aspects of the Relationship Between Family Interaction and Language Development in Children. *See* A-0142.

Minter, Robert L. A Comparative Analysis of Managerial Communication in Two Divisions of a Large Manufacturing Company. *See* A-0112.

A-0015. Ogawa, Dennis M. Small Group Communication Stereotypes and Communicative Behavior of Japanese Americans in Discussion. U. of California, Los Angeles.

This study dealt with the following questions: (1) What are the small group communication stereotypes of Japanese Americans as maintained by Caucasian UCLA students? (2) Are the Caucasian stereotypes relatively representative of actual Japanese communicative behavior in *ad hoc* discussion groups consisting of Japanese Americans?

In order to determine whether Caucasian students stereotyped Japanese American communication in discussion, a stereotype measure adapted from the established stereotype test of Katz and Braly was administered to 100 Caucasian

UCLA students enrolled in basic speech classes. The results of the stereotype measure indicated that Japanese communicative behavior in discussion was stereotyped in terms of being "intelligent," "courteous," "industrious," and "quiet."

To determine whether Japanese Americans actually communicated as stereotyped, discussions composed entirely of Japanese Americans were recorded and the communication was investigated in terms of feedback occurrence as defined by Scheidel and Crowell.

Feedback was analyzed according to a three-dimensional category system constructed to distinguish between "intelligent," "courteous," and "industrious" communicative behavior. Feedback comments also were averaged, *i.e.*, the proportion of observed feedbacks in relation to possible feedbacks were tabulated. This numerical computation determined whether Japanese Americans were "quiet" in discussion.

The results of the study showed that Japanese Americans communicatively behaved as stereotyped. The small group communication stereotypes maintained by Caucasians were congruent with actual Japanese American communication in discussion.

Randolph, Harlan L. The Communication Ecology of Conflict Transformation and Social Change. *See* A-0115.

A-0016. Richetto, Gary M. Source Credibility and Personal Influence in Three Contexts: A Study of Dyadic Communication in a Complex Aerospace Organization. Purdue U.

This study investigated the applicability of a theoretical model of communication to a complex organization. The model combined two concepts: the sociological concept of the "two-step-flow" and the psychological-rhetorical concept of "ethos" or "source credibility."

Personal influence was investigated within three contexts: (1) task-related, (2) political ("grapevine"), and (3) social-emotional (non-job-related).

Data were gathered in two laboratories of the George C. Marshall Space Flight Center, NASA, with 178 civil service employees. Subjects identified individuals to whom they turned for information in each of the three influence contexts. Persons named as "influential" were categorized as *formal* if they were immediate supervisors of influencees, and *informal* if they were not. Subjects rated influentials on scales measuring perceived: (1) expertise, (2) sociability, (3) good intent, and (4) trustworthiness.

Among conclusions drawn were the following: (1) The theoretical model provided a useful framework for viewing human communication in a complex organization, (2) "Influentials" received high ratings on all credibility measures, (3) Subjects' rankings of the relative importance of credibility factors varied consistently from context to context, (4) The factor of sociability was ranked consistently lower than expertise, good intent, or trustworthiness, (5) The perceived credibility of influential supervisors did not differ significantly from that of informal influentials, (6) Sources other than immediate supervisors were rated significantly higher in credibility than supervisors, and (7) Influentials attended to mass media more frequently and possessed more interpersonal contacts outside the laboratory than did noninfluentials.

A-0017. Sieburg, Evelyn R. Dysfunctional Communication and Interpersonal Responsiveness in Small Groups. U. of Denver.

The purpose of this study was to develop and test an instrument for analyzing interpersonal responsiveness in small-group interaction. A category system was constructed comprised of two "functional" response categories and five "dysfunctional" categories. Each category was derived from theoretical material in the literature which identified certain communicative behaviors as likely to foster or interfere with human relationships.

The category system was tested to determine its reliability and validity. Data were collected in the form of scorings by judges of randomly selected segments of recorded group interaction. An intrajudge reliability figure of .97 indicated high reliability of the instrument.

Validity was established by a "known groups" technique. Half the interaction segments scored were randomly selected from known "effective" groups and half from known "ineffective" groups. The segments of interaction selected from the effective groups had significantly fewer (.001 level) dysfunctional responses, on the whole, than did segments of interaction from the ineffective groups. An analysis of the results indicated that effective groups had fewer impervious, tangential, or ambiguous responses than did ineffective groups. Projective responses, overqualified responses, incomplete responses, or redundant responses were not found to be significantly related to the groups' effectiveness.

All the dysfunctional response forms included in the category system have been identified in the literature with family or individual psychopathology. The findings of this study indicated that certain of these dysfunctional forms of response also occur regularly in groups with *no* known pathology and that the frequency of their occurrence is related to group task effectiveness.

A-0018. Sincoff, Michael Z. An Experimental Study of the Effects of Three "Interviewing Styles" upon Judgments of Interviewees and Observer-Judges. Purdue U.

The purposes of this study were to determine whether differences existed in perceptions, both by interviewees exposed to three interviewing styles and by audiences ("observer-judges") who viewed video tapes of interviewer behavior; and whether either of these groups revealed a preference for any one style.

Each communication style was based upon managerial assumptions associated with the "Theory X-Theory Y" continuum. As arbitrarily labeled: an "argumentative" style was theoretically a manifestation of "Theory X"; a "neutral" style, "Theory Y"; and a "persuasive" style, a point along the "X-Y" continuum.

Ss were 325 volunteers—36 interviewees; 289 observer-judges. The research design included experimental replication of treatment conditions with two populations: students and adult businessmen.

Results showed no statistically significant differences in differential reactions of interviewees (among the three styles or between students and adults). For observer-judges there were no significant differences between adults *vs.* students; however, at the .05 level the "argumentative" style was significantly differentiated from the "neutral" and "persuasive" styles. The correlation between style most preferred and style most like self was .44 for students and .49 for adults. A correlation of .33 was obtained for adults between preferred style and style most like boss. There was no significant relationship between the style a boss reportedly uses and the style his subordinates prefer him to use. Adults tended to hold "Theory Y" rather than "Theory X" assumptions although expressing preferences for the "argumentative" style theoretically based on "Theory X."

Stech, Ernest L. An Empirical Study of Videotape Self-Confrontation, Self-Evaluation, and Behavior Change in Speech Therapist Trainees. *See* A-0167.

A-0019. Taylor, K. Phillip. An Investigation of Majority Verbal Behavior Toward Opinions of Deviant Members in Group Discussions of Policy. Indiana U.

The purpose of this study was to identify characteristics of communication behavior associated with group pressure for uniformity in group discussions on questions of policy. The investigation focused on the verbal behavior of the majority group members as those members reacted to deviant opinions.

Eight groups of all male or all female undergraduate discussants included three or four naïve volunteers plus a confederate who supported an opinion position opposite to that of the majority. The group task was to determine the best policy for the University to adopt on a question of current interest. Half of the groups were led to believe they were participating in an important task while the remaining groups were informed that they were involved in a project of minor importance.

Statements directed to the deviant member and others addressed to members of the majority were randomly selected from each of the discussion sessions. Judges then rated these statements on the content variables of hostility, reasonableness, and dominance. The results indicated that males displayed more hostility, less reasonableness, and a higher degree of dominance than females in similar discussion settings. Discussion participants tended to be less hostile and more reasonable in situations they considered important. The direction of the discussion statement was not systematically related to the hostility or reasonableness apparent in the statements. The perceived dominance in the verbal behavior of group discussants was not substantially affected by the importance of the group task or the communication direction.

A-0020. Tubbs, Stewart L. Interpersonal Trust, Conformity, and Credibility. U. of Kansas.

The problem was to determine if either (1) a person (p)'s behavior, or (2) a group's social pressure, influence an individual (o)'s trust of (p); and (3) if o's behavior corresponded to his trusting attitude.

Sixty randomly assigned female subjects watched p playing either *cooperatively* or *competitively* in a prisoner's dilemma game. Subjects heard voices over headphones either *corroborating* or *refuting* p's game behavior. The voices were from a recording; subjects thought the voices were live. Pre and post measurements were taken on S's trust of p, of the group whose voices she heard, and of S's game choices for five game trials. Analysis of variance was employed. Scores were on *trust,* the three dimensions of trust (*i.e., expertness, character,* and *dynamism*), and total number of cooperative game choices made by S.

Subjects raised total trust of a cooperative p and lowered total trust of a competitive p. These trends significantly reversed when conformity influence existed. S's game choices corroborated these findings. The same was true for the *character* factor. The opposite was true for the *expertness* factor. Both trends were significantly reversed when conformity pressure was present. The *dynamism* factor and S's trust of the group showed no significant differences.

Summarizing, differing game behaviors significantly affected the trust and behavior of o toward p. Furthermore, the three dimensions of trust reacted independently to behavioral stimuli. Finally, o's trust of p can be distorted to significantly conform with the contrived group opinion of p.

Warren, Irving D. A Descriptive Study of the Communication Activities of Department Heads in a Midwest Hospital. *See* A-0119.

A-0021. Wright, David W. A Comparative Study of Two Leadership Styles in Goal-Bound Group Discussions. Wayne State U.

The major purpose of the study was to investigate a designated leader's comparative use of a leader-centered functional approach versus a group-centered functional approach in leading goal-bound group discussions. The two styles of leadership were defined in terms of the specific leadership functions performed by a designated leader for each approach. More specifically, the study attempted to examine these two styles of leadership in light of their effect on group procedure, group member satisfaction with a group product, and group member social-emotional satisfaction.

An experienced designated leader led each of fourteen groups of subjects in two twenty-minute discussions, one for each leadership style. Two discussion instructors, both highly trained in observing leadership functions, served as observers for the twenty-eight group discussions.

The sources of data subjected to primary analysis were an observational form, a satisfaction index, and the post-discussion ballot. As a result of the analysis used to treat the data obtained from the observational form, it was concluded that the two leadership styles had been performed differently as scored by observers. The results of the analysis of the satisfaction index and the post-discussion ballot yielded no significant differences in the majority of cases regarding the effect of the two leadership styles on the three parameters investigated. Subsequent secondary analysis of the results obtained from the two post-discussion measures seemed to support these findings. It was concluded that the two modes of leadership, as defined by functions performed, appeared to have similar effects on the dimensions examined in this study.

INTERPRETATION

A-0022. Anderson, Marlowe D. Religious Themes in the Works of Robert Lowell. U. of Missouri, Columbia.

Robert Lowell asserts that his earlier and later poems are integrally related by two factors. One, the poems reflect the flux of experience interpreted by one sensibility, and, two, they show an underlying morality. The continuity of the interpretation of experience is revealed through a dramatic critical approach. The underlying morality is evidenced in Lowell's religious themes.

The focus of this study was on Lowell's religious themes as a means of understanding the development of his poetic career. Representative examples from all of his published volumes of poems and plays from 1939 to the present were studied, omitting only his idiomatic translation of Racine's *Phedre,* which lies outside the purview of this study.

The religious themes were traced through four major motifs: prophetic themes using norms established by the Judeo-Christian tradition of ethical prophets; mystical themes related to the Christian mystical tradition; elegaic themes, revealing his ultimate religious stance in his attitude toward death; and themes showing the poet as seeker for values after the collapse of transcendent faith. The quest for values is religious in the sense of man's need to overcome estrangement. Lowell's poems and plays reveal that he is very much a part of this modern tradition.

The study of Lowell's themes revealed that his earlier and later works are closely related, as he claims, and provided a meaningful appraisal of his development as poet and thinker.

A-0023. Clark, Vera F. The Rhetoric of W. H. Auden's Verse Plays. U. of Washington.

This study examined the verse plays of W. H. Auden in an attempt to determine the message of each and to discover the specific means by which this message is transmitted. Plays discused were *Paid on Both Sides, The Dance of Death, For the Time Being,* and *The Sea and The Mirror.*

A rhetorical analysis was undertaken through explication of *what* Auden is saying, description of *how* he says it, and consideration of those to whom he speaks. Rhetorical purpose was defined as persuasive.

Form and style, juxtaposition of verse and prose, shifts in verse style, techniques of diction and employment of symbol, metaphor, analogy and parable were examined in an attempt to perceive relationships between them and message.

Each play was found to demonstrate persuasive purpose through "indirect didacticism." Moral concern for man and his society and recognition of wrong in the present mode of life were observed. In each a change of heart and a choice is imperative. Love is a dominant theme, and some manner of quest is undertaken in each. The shift from one to another major influence, Freud, Brecht, Marx and Kierkegaard, was found to accompany the progression and maturation of Auden's personal philosophy. Diction is largely conceptual and intellectual rather than pictorial and emotive, and prose-verse juxtaposition is used to assist in message-communication. The plays were discovered to be universal in application and message. Form and style were found to be conscious messengers of meaning.

A-0024. Espinola, Judith C. Point of View in Selected Novels by Virginia Woolf. Northwestern U.

This study examined the use of point of view in Virginia Woolf's most successful and experimental novels. Point of view was defined as the angle of vision which arises from the mental, spatial, and temporal loci from which a narrator perceives the characters and events of the fictive world he describes. In this study, narrative point of view was considered on two levels: (1) that level from which each narrator operates as the primary framing and guiding force of a novel; and (2) that secondary level from which the consciousnesses of particular characters, as rendered by the primary narrator, become sources for the expression of inner realities and sources for the descriptions of other characters.

The limited observations made by Virginia Woolf in her essays and *Diary* on narrative form were explored briefly in the first part of Chapter II. The second part of Chapter II described point of view in Woolf's early novels, short stories, and sketches, written between 1915 and 1922. Chapters III through VI were devoted to the analyses of *Mrs. Dalloway, To the Lighthouse Orlando,* and *The Waves,* considered in order of their chronology. Stress was placed on the nature of the narrative point of view and the manner in which point of view conditions each novel's "reality" and form. Each of these chapters includes discussions of the narrator's mental, spatial, and temporal loci and the relationship between the novel's form and perspective. In the final chapter important implications and conclusions of the study were summarized.

A-0025. Haushalter, William Roy. The Programming of Platform Artists at The University of Michigan, 1912-1961. U. of Michigan.

The purposes of this study were to discuss the Oratorical Association Lecture Series and to assess its contributions. The specific goal was to explore the programming of platform artists from 1912-1961. Programming was defined as "the definite plan or proceedings utilized by the organization in scheduling its yearly attractions." Platform artists were defined as "those actors, actresses, and oral readers who presented, as individuals and/or as ensembles, programs based mainly on literary texts from established literary figures and/or from materials of their own creation." The study utilized numerous primary sources.

Four periods of operation and programming were presented, and evaluations of platform artists were given. The organization involved students, faculty, administration, and student publications.

In the early years, the organization was financially successful and contributed to University funds. After 1950, rising costs, complex contracts, competitive extracurricular activities, and the popularity of television, film, and radio seriously challenged the appeal of the programming. Attendance declined, deficits developed, and the administration began subsidizing the organization (1958).

There was always an attempt to present well-known platform artists. Individuals, such as Leland T. Powers and Phidaleh Rice, presented well-known plays by impersonating all of the characters. Others, like Cornelia Otis Skinner and Ruth Draper, wrote their own materials and used minimum costumes and properties. After 1950, ensemble productions became popular.

The administration cancelled the Lecture Series in 1961. The programming no longer fulfilled the educational and cultural objectives of the organization and The University of Michigan.

A-0026. Martin, Sue Ann Gillespie. The Caldecott Medal Award Books, 1938-1968; Their Literary and Oral Characteristics as They Relate to Storytelling. Wayne State U.

The purpose of this descriptive study of the thirty-one books to receive the Caldecott Medal from 1938 through 1968 was to discover their literary and oral characteristics and to ascertain the suitability of their text for use in the oral situation of storytelling.

The methodology employed in this study was one of observation by library research and examination of these books and other relevant materials.

There was no one element the absence or presence of which was shown to make a Caldecott Award book effective or ineffective for storytelling. Generally, however, style in its broadest sense (including characterization, humor, imagery, figurative language, diction, syntax, and aesthetic qualities) was found to determine whether or not a Caldecott Award book is suitable for use in storytelling. Theme, subject, setting, the child's point of view, and the author's attitude rarely were found to affect the oral style of an Award book.

This study also showed that if children who cannot yet read are to have a "literary" experience from a book they must, at least initially, have it read to them. If that book does not contain enough oral style to be read aloud successfully a storyteller will avoid using it. Therefore, it was recommended to the American Library Association that it award the Caldecott Medal not to the most distinguished pictures bound in book form but to the picture book with the most distinguished physical and oral style.

A-0027. Parrella, Gilda C. The Concept of Empathy: A Study in Discovery, Definition, and Design with Application to Literature and Its Performance. U. of Washington.

The concept of empathy, a crucial component in the interpreter's art, has a long history of ambiguity despite the relatively recent coinage of the word in 1909 by Edward Titchener. The purpose of this study was to discover the origins and contexts of the concept prior to its introductions as *Einfühlung* in German aesthetics and "empathy" in American psychology, and subsequent usages in aesthetics and literary study. A tentative definition based upon contemporary usage was used to determine when and where the concept was suggested and developed, and how these historical observations accounted for inconsistencies and ambiguities in modern usage. Sources examined ranged from philosophy to psychology, literature to criticism, aesthetics to empiricism. The concept was then re-examined to determine major distinctions which were then applied to the interpreter's encounters with literary criticism, literary techniques, and performance factors.

It was determined that the concept was used without distinctions whatever the nature of the perceived object, be it aesthetic or non-aesthetic. The need to make such distinctions was found to be essential in the examination and performance of literature. The adjectives "adoptive" and "projective" were thus coined to highlight the distinctions the interpreter should make in his approach to the literary object where literary and psychological techniques are used in varying degrees. Certain literary devices were determined to have distinct psychological appeals, some of which depend upon the empathic process. Finally, this process was examined and illustrated through analysis of examples from the poetry, prose, and drama of Dylan Thomas.

A-0028. Pattison, Sheron J. Dailey. An Analysis of Readers Theatre Based on Selected Theatre Theory with Special Emphasis on Characterization. U. of Minnesota.

The study demonstrated that an application of theatre theory to readers theatre could illuminate certain problems of characterization and of production in readers theatre. Although the weight of the study was on the application of the theatre theory, throughout there were also numerous references to literary theory and oral interpretation theory.

Part One of the study analyzed the concept of characterization through a definition and explication of empathy, distancing, and ambivalence and related these ideas to appropriate theatre theorists. Empathy was defined and then related by an application of the acting theories of Constantin Stanislavski. "Distancing" was described, defined, and then applied to Brecht's theory of "alienation." After the development of two of Brecht's major theses, specific Brechtian techniques for achieving alienation (or "distancing") were discussed. Finally, ambivalence was defined and discussed through a synthesis of Brecht and Stanislavski. Part One concluded with an exploration of the implication of empathy, distancing, and ambivalence in specific literary works.

Part Two comprised a more general analysis of readers theatre from the point of view of production elements and the audience.

Part Three concluded the study by offering an application of the theoretical considerations in Parts One and Two to specific literary works.

In the main, this study demonstrated that the relatively new form of readers theatre can learn from established theatre theory.

A-0029. Smith, Robert E., Jr. An Analysis of the Function of Place in the Short Story with "Way Up in the Middle of the Air" and Other Stories. U. of Missouri, Columbia.

A combination of critical and creative work, the study was composed of six original short stories preceded by an analysis of setting in short fiction.

However authors utilize place, it will be a large factor in determining the shape of a story. For an oral interpreter, analysis of setting may provide understanding of elements besides itself and of the story as a whole. The correspondences between scene and agent, between scene and act can define for an interpreter the scope and nature of the dramatic action of a story.

In brief summary, the short stories follow.

"God Rest Ye Merry" concerns an old alcoholic who attempts to celebrate Christmas but only succeeds in isolating himself further.

"Sparrow, Fly Free" is the story of a "village idiot" who climbs church buildings.

In "Rack," a pool-playing midget is seduced away from Irving Giacomo's pool hall by a gangster and a gargantuan prostitute.

"Summers End Swift" tells of a talented young distance runner whose father was a championship miler. On one of their nightly runs, the boy beats his father and makes discoveries about the older man and himself.

"Way up in the Middle of the Air" concerns the reactions of Ashdod, Texas, to Ezekiel Grunt, a preacher who arrives promising salvation for the souls and economy of its citizens through the building of a giant radio tower.

"Progenitor" follows a retired farmer-carpenter facing the disturbances growing out of the wedding of his only granddaughter.

Titchener, Campbell B. A Content Analysis of B-Values in Entertainment Criticism. *See* A-0118.

A-0030. Wesley, Robert J. A Study of Instruction for Liturgical Reading in Roman Catholic Diocesan Seminaries in the United States. Wayne State U.

In 1963 the Second Vatican Council of the Roman Catholic Church decreed that changes would be made in the Mass rite providing for a greater degree of religious instruction through liturgical reading. Thus, it was the purpose of this study to evaluate instruction for the reading aloud of the liturgy in diocesan seminary education.

The study included a close examination of post-Conciliar documents substantiating the need for instruction in oral interpretation as a prerequisite to effective liturgical reading, and a survey of responses from seminaries to the nature of their oral interpretation programs. Of sixty-nine seminaries surveyed, sixty-three responded, representing a return of ninety-one per cent.

The investigation revealed that the majority of the seminaries offered courses with some instruction in oral interpretation. Yet the amount of credit assigned to many of the courses was below the average assigned to courses generally, and, in most, time was divided between instruction in oral interpretation and other speech skills. Only one-half of the instructors teaching oral interpretation held a graduate degree in speech. And, there was a lack of specific formulae providing instruction for the lector who now plays a significant part in the Mass rite.

Several recommendations were offered: (1) expansion of the academic program to include three-credit courses in oral interpretation, (2) provisions for supervised extracurricular exercises in oral interpretation, (3) requirement of at least a master's degree in speech for instructors of oral interpretation, and (4) a detailed program for training lay readers.

MASS COMMUNICATION

Adams, Helen B. Walter Williams: Spokesman for Journalism and Spokesman for the University of Missouri. *See* A-0048.

Boaz, John K. The Presidential Press Conference. *See* A-0051.

A-0031. Brundage, Gloria S. The Nature and Development of the Concept of Public Interest in Program Service of Radio Broadcasting. New York U.

The Radio Act of 1927 made the radio spectrum a part of the public domain, with access through licenses granted broadcasters who met the licensing standard that the "public interest, convenience, and necessity" be served.

This dissertation sought to determine the nature and development of the concept of public interest in program service of radio broadcasting, as expressed by Congress through legislation, as reflected in the regulatory powers over radio licensees by the commissions, and as interpreted by the decisions of the courts.

There were sufficient references to conclude that Congress gave the commissions mandates to consider the character of program service in granting applications. The commissions further developed the concept through their quasi-judicial decisions, regulations, and official policy statements. The courts not only consistently upheld the commissions' decisions but also settled constitutional questions in radio law.

The official expressions of Congress, of the commissions, and of the courts examined demonstrated a consistency in principle and in concern for the interests of the public to formulate the concept. However, the inherent conflict in broadcasting between the competitive pursuit of profits and the public interest contributed to transgressions by the broadcasters and to neglect of the stated policies by the commissions.

The concept of public interest was identified to assist the Federal Communications Commission in enforcement, to delineate the broadcaster's role as trustee of the public air waves, and to encourage the public to participate.

Felsenthal, Norman A. Racial Identification as a Variable in Instructional Media. *See* A-0005.

A-0032. Karpf, Stephen L. The Gangster Film: Emergence, Variation and Decay of a Genre, 1930-1940. Northwestern U.

This study delineated the emergence, variation, and progressive decay of the gangster film genre. Initially it was concerned with the archetypical films "Little Caesar" (1930), "The Public Enemy" (1931), "Scarface" (1932), and "The Petrified Forest" (1936). Through succeeding years of progressive decay, the gangster was traced—mirrored in the changing roles of the four actors whose characterizations immortalized the archetypical films: Edward G. Robinson as Rico, James Cagney as Tom Powers, Paul Muni as Tony Carmonte, and Humphrey Bogart as Duke Mantee.

The nature of the selected examples of the gangster genre was examined through the physical qualities of the films, the continuing character of the actors who created the archetypical characters and the continuity of plot lines through the whole body of film. Two major qualities of the archetypical films—their socio-historical plots exploring the social systems of their day and the powerful central characterizations—were used as standards to judge the films coming later in the genre.

The study also made observations about the entertainment media in terms of tendencies to produce copies of successful original creations, the effort to base a film genre on an era's "current events." It was suggested that as the gangster genre decayed into formula and comedy as the 1930's wore on, it was the socially conscious genre which continued to explore the roots of social problems through film.

A-0033. Lane, Philip Joseph, Jr. NBC-TV's *Project XX:* An Analysis of the Art of the Still-in-Motion Film in Television. Northwestern U.

The problem posed by this study was, Can the creative artist working in the medium of television produce a work of television art? Its basic aim was to determine some of the creative elements which compose a work of cinematic art made for television and to discover what effect these creative elements have on the quality of the film. The study was based on the belief that the artists at NBC-TV's Project XX unit are truly creative artists and work under conditions conducive to the creation of still-in-motion films for television which can be described as works of art. Still-in-motion is a technique by which still photographs and paintings are "set-in-motion" by means of the motion picture camera.

Included in the study was a brief history of the Project XX unit, a biographical sketch of each of the major contributors to the still-in-motion films, a description of the procedures followed by the unit to produce a still-in-motion film, an analysis of the philosophy and the artistry of the artists relative to the films, and a critical analysis of two representative Project XX still-in-motion films, *The Real West* and *The Law and the Prophets.* The dissertation demonstrated that the creative artists of the Project XX unit have created works of cinematic art for television when they have expressed themselves in the still-in-motion film form.

A-0034. Langston, Billie Joe. A Historical Study of the UAW Television Program *Telescope.* U. of Michigan.

Between June, 1951, and September, 1963, the United Automobile, Aerospace, and Agricultural Implement Workers Union of America (UAW) produced a television program. The union entitled it *Meet the UAW-CIO* but later changed its name to *Telescope*. The UAW was the first international labor union in this country to employ personnel to write, produce, and perform on a regularly scheduled telecast.

This study was an account of how and why the UAW entered video production, a description of the broadcast, and an explanation of why the program was discontinued. Material used in the study included interviews, reports, memoranda, films, kinescopes, scripts, notes, legal records, labor and commercial newspapers and journals, and correspondence.

The UAW sought to fulfill two general purposes by producing a television broadcast: to communicate with its members and to facilitate a better understanding of the UAW by nonunion listeners. The union also sought to convey to UAW members information of immediate importance, to inform its members of what the union did to benefit them, to promote UAW-backed politicians, and to explain how viewers could save money by prudent buying.

The UAW cancelled *Telescope* after long internal dissension over the broadcast. Union officials wanted the money spent for *Telescope* used for other kinds of public relations work, such as producing filmed documentaries.

The study led to the conclusions that the UAW telecast was effective in accomplishing the objectives intended for it; cancelling *Telescope* was probably a mistake; and the union should reinstitute a television program.

Lanigan, Richard Leo, Jr. Speaking and Semiology: Maurice Merleau-Ponty's Phenomenological Theory of Existential Communication. *See* A-0109.

A-0035. Larson, Robert Frederick. The Effects of a Sex-Education Television Series on the Attitudes and Family Sex Communication Patterns of Senior High School Students. U. of Michigan.

This study was designed to investigate the effects of viewing and discussing a sex-education television series *Sons and Daughters*, on the attitudes and communication patterns of senior high school students. Students from a public school (N = 150) and a parochial school (N = 149) were tested before and after the five-week series utilizing a semantic differential and a questionnaire that secured information about the incidence of family discussion of sex matters. The influence of the following variables was investigated: number of programs viewed, number of programs discussed in a structured situation, sex, exposure to a sex-education course, parental vocation, grade, and physical environment.

All significant changes in attitude in all comparisons of pre- and post-mean scores were in a direction consonant with the objectives of the series.

Involvement in a discussion group and prior exposure to a sex-education course apparently supplemented the effect of viewing the programs in producing significant change. Females generally were nearer the "desirable" levels of attitude as defined by the goals of the series on both pre- and post-scores, but male viewers changed on more concepts than female viewers, resulting in a diminishment of the disparity in attitudes between sexes. In most cases of attitude change, the effect was one of reinforcement.

Differences in change of family sex communication were related to prior exposure to a sex-education course and grade level. Viewers increased significantly in frequency of family sex discussion, and non-viewers showed no change. The results of this study indicate that television was effectively utilized for sex-education purposes.

A-0036. McCafferty, Richard B., S.J. The Influence of Teilhard de Chardin on Marshall McLuhan. Northwestern U.

The purpose of the dissertation was to establish a close similarity of thought between Pierre Teilhard de Chardin and Marshall McLuhan. The influence of the French symbolists and James Joyce on Marshall McLuhan was first dealt with, together with an outline of McLuhan's major theories. A basic sketch of the evolutionary theory of Teilhard de Chardin was followed by a general comparison of the thought of the two men. Those areas in which the thinking of Chardin and McLuhan converge were treated in detail in chapters on Socialization, Communications, Mechanization, and Consciousness. Both Chardin and McLuhan refer to the *organic nature of society* which results from the externalization of man's faculties, particularly the central nervous system. It is with respect to this aspect of McLuhan's thought, probably his most important and provocative, that Teilhard de Chardin's influence seems to loom so large. Chardin's influence on McLuhan is explained more by the prevalence of his ideas in the fields of science, theology, philosophy, and allied arts, plus a common attraction for Eastern modes of thought, than by any direct influencing factors. The study concluded that Chardin and McLuhan strike a responsive chord in the modern generation because they respond to the needs of a new Romanticism which seeks an escape from the vapid values of the Computer Society. It suggested that Chardin's concern for the total man and McLuhan's message of hope that greater solidarity can be achieved through mass media respond to the desperate longing of modern man.

A-0037. Mayer, Mary Alice. An Historical Study of the Issues and Policies Related to the Educational Application and Utilization of Community Antenna Television: Inclusive of 1949, Exclusive of 1969. Northwestern U.

The study was divided into four parts: (1) the origin and early development of community antenna television (CATV); (2) the evolution and regulation of CATV; (3) the educational application and utilization of CATV; and (4) a prediction for the future of CATV, including technological development, regulation, and its impact on education.

CATV grew out of a need for television service by a segment of the public to whom it was otherwise unavailable. The study treated the early history of the CATV industry in detail.

The tremendous growth of CATV in terms of operating systems and subscribers indicated the need for regulation. Primary jurisdiction over CATV was vested in the Federal Communications Commission (FCC). The FCC consistently has been concerned with the possibility of adverse economic impact of CATV upon broadcast stations and has adopted pertinent rules and regulations.

The study analyzed the municipal position relative to controlling and taxing CATV.

Specific regulations on the federal, state, and municipal levels relative to educational CATV were examined. It was pointed out that the ETV-CATV relationship affected educational application and utilization of CATV and three alternative types of ETV-CATV relationships were evaluated with specific illustrations.

Prognostications were made with regard to the future growth and regulation of CATV. Observations and recommendations were advanced which focus on the issues and policies related to the educational application and utilization of CATV. Finally, it was concluded that educational leaders and CATV executives might well review their common interests in order to design and implement a program aimed at the achievement of desired objectives.

Mulac, Anthony John. An Experimental Study of the Relative Effectiveness of Three Feedback Conditions Employing Videotape and Audiotape for Student Self-Evaluation. *See* A-0009.

A-0038. Oglesbee, Frank W. The Basis for Marshall McLuhan's Concepts of the Effects of Television Viewing. U. of Missouri, Columbia.

The purpose of the study was to examine the factual basis underlying some of Marshall McLuhan's statements on psychological and physiological effects of television viewing.

McLuhan's statements were compared with studies in evolution, vision, physiology and television. Applicable studies were found by searching *Psychological Abstracts, Education Index, Research Studies in Education, Research in Education, Current List of Medical Literature,* and the *Cumulated Index Medicus.*

Principal difficulties in conducting the study lay in McLuhan's lack of logical presentation and in his unusual methodology. He used dubious interpretations of Shakespeare and James Joyce as proof of psychological and physiological change in man. Further, he used terms ambiguously and without definition, often cited no relevant references, and used differing inconsistent and incomplete methods of citation. Most seriously, he based some of his statements on the results of what he termed well-known and numerous scientific studies, none of which could be found in the literature.

The conclusions of the study were that McLuhan's statements were invalid; that most of his errors lay in poor scholarship, which increased in degree with each of his publications from *The Gutenberg Galaxy* to *Through the Vanishing Point,* and that in consequence, future McLuhan comments on television effects should be considered suspect. Suggestions were made for studies on other aspects of McLuhan's work.

A-0039. Onder, James John. The Use of Television in Psychiatric Education. U. of Michigan.

The purpose of this study was to survey the ways in which television is being used in departments of psychiatry, primarily at the University of Nebraska, the University of Michigan, and the University of Mississippi. The study deals with the many ways television is used to view the patient and therapy sessions for (1) teaching students, (2) helping residents learn interviewing techniques, (3) aiding staff members in in-service training, and (4) allowing patients to view themselves for therapeutic purposes.

Students feel that television and videotape allows them to view a greater variety of patients with greater clarity.

Television has helped residents to improve their interviewing techniques through the recording, observation, and supervised review of videotaped interviews.

Members of the psychiatric staff found that television can provide in-service training for them through the recording of therapy sessions and by stocking videotape libraries which serve as reservoirs of visual material.

Psychiatric patients benefit by television through the recording of the patient during psychotherapeutic interviews and the subsequent replay of these videotapes. These replay sessions confront the patient with a dramatic, objective image of himself.

The production techniques used in psychiatric television are significantly different from those used in commercial television. All aspects of psychiatric television production are, ultimately, based around the patient's comfort and well-being during the therapetutic process.

It was concluded that there is a need for greater communication between therapists and production staff and the need for re-organization. The thesis also contains suggestions for a more creative use of the medium.

Parsteck, Bennett J. A Rhetorical Analysis of Fiorello H. La Guardia's Weekly Radio Speeches: 1942-1945. *See* A-0076.

Patterson, Dorothy F. An Historical, Descriptive Study of the Television Teaching of Spanish in the Detroit Public Schools Following the Principles of Foreign Languages in the Elementary School (FLES). *See* A-0011.

A-0040. Reynolds, L. M. An Analysis of the Non-Verbal Symbolism in Federico Fellini's Film Triology: *La Dolce Vita, 8½,* and *Juliet of the Spirits.* U. of Michigan.

Using an archetypal method of critical analysis like that frequently employed for literary criticism, the full-length films which Federico Fellini both wrote and directed were found to contain unifying patterns of symbolism that reveal a mythic heritage. The three most recent films, *La Dolce Vita, 8½* and *Juliet of the Spirits* (those analyzed extensively by this study), display characteristics much like those of the epic (especially Dante's *Commedia*), primarily because of Fellini's utilization of the vast scope possible in film art. Fellini's trilogy is also analogous to the epic in using the archetypal situation of the Journey and, like Dante's trilogy, represents symbolically a Journey through a Hell and Purgatory towards a Paradise. The three films represent, also, trips through, respectively, *space, time,* and *substance.* The journalist of *La Dolce Vita* travels through a social *space* of a modern Babylon. The film-maker of *8½* travels through three superimposed levels of psychological *time.* The publicity man's wife of *Juliet of the Spirits* travels through confused perceptions of *substance.*

In their identifications with communications media, the protagonists reveal the problems of contemporary man in finding meaningful communication, and, thereby, harmony with others. Archetypal representations of the Father and of the Woman symbolize the protagonists' dualistic attitudes towards religion and sex, while the archetypal Old Magician symbolizes the creative unconscious.

The tools of the media, *e.g.,* the camera eye, movie spotlight, and television picture, provide the central symbols which convey Fellini's variations on his theme of communication.

A-0041. Ringe, Robert Charles. An Analysis of Selected Personality and Behavioral Characteristics Which Affect Receptivity to Religious Broadcasting. Ohio State U.

This study examined selected personality and behavioral characteristics which are associated with listener receptivity to religious broadcasting. Specifically, it examined a listener's religious associational and devotional commitment, degree of orthodoxy, and degree of open-mindedness in relation to his preference for either novel or traditional religious programs.

Investigation centered around providing answers to the following general questions: (1) What are some of the personality and religious behavioral characteristics of the people who listen to religious broadcasting? (2) In what way do these characteristics affect the way in which listeners select the programs to which they listen? and (3) In what way can these characteristics be used as signals of preference for religious programs?

New scales for measuring associational commitment, devotional commitment, orthodoxy, and preference for novel and/or traditional religious programs were developed. All of the scales were condensed into one 18-page questionnaire. A correlational and differential analysis was completed on the questionnaire scores.

An analysis of the traditionality scores revealed that no significant relationship existed between these scores and associational and devotional scores. Similarly, no significant relationship was found between traditionality scores and age. However, a significant relationship emerged between traditionality scores and orthodoxy and between traditionality scores and closed-mindedness. Also, significant correlations were discovered among associational commitment, devotional commitment, orthodoxy, and closed-mindedness.

Mean score differences computed on traditionality scores were not significant for sex, income, education, or place of residence. However, significant differences were found between "regular and occasional" listeners and "seldom or never" listeners.

A-0042. Shaheen, Jack George, Jr. *The Richard Boone Show:* A Study of Repertory Theatre on Commercial Television. U. of Missouri, Columbia.

The study of *The Richard Boone Show* underlines the proposition that the system of commercial television in this country discourages experimentation and innovation. With the advent of the program in September, 1963, viewers, for the first time ever, were able to see a dramatic series on television patterned after repertory theatre on the stage. *The Richard Boone Show* might be appropriately labelled a television experiment because no program of its type had ever been aired before, it lasted but a single season, and no repertory series has been tried on the networks since.

The demise of *The Richard Boone Show* occurred in January, 1964. As of this writing it is perhaps disparaging to those who see television as a potential purveyor of quality drama to find no weekly original teleplays being aired by the networks in prime time. Although it is unlikely that any repertory series could ever hope to equal the popularity of regular commercial programming, it can nevertheless reach large audiences; *The Richard Boone Show*, after all, reached twenty-five million people. Because of the emphasis on gathering huge audiences in prime time—more than forty million on some occasions—the status of repertory drama on television has become, and will remain, bleak. The mass medium of commercial television, designed to sell mass products to mass audiences, continues to concentrate on capturing the minds of a truly vast television audience, which understandably, responds to predictable programs.

Sherman, John. Eric Hass of the Socialist Labor Party: An Analysis of His Advocacy on the Issue of Labor for Four Presidential Campaigns. *See* A-0084.

Smith, Craig R. Considerations of Audience in the Speaking at the 1968 Republican Convention. *See* A-0086.

A-0043. Steis, William B. An Analysis of RAI-Radiotelevisione Italiana: The Italian Broadcasting System. Ohio State U.

This study spans the years of Italian broadcasting from the time of Marconi's discovery prior to World War I through 1965.

RAI, a private corporation, is the only broadcast organization in Italy. It operates under a government charter. Careful consideration is given to the corporate structure of RAI and the amount of control exercised by the government through a governmental agency which owns fifty-one percent of the stock.

The functions of each of RAI's departments were investigated, including the international activities of the company. Personnel problems, the relationship the company has with the several unions in Italy, and the manner in which the company makes use of free lance talent were explored.

Important to this study were the physical characteristics of RAI such as buildings, facilities, equipment and production aids.

Detailed information concerning the radio and television programing was of primary concern in this study. The programming philosophy of the company was included. The manner in which audience research is conducted was defined.

Not to be overlooked is the part that broadcasting plays in the Italian educational system. Telescuola, television school broadcasting, was studied. The use of radio in school broadcasting was included.

The author traveled to Italy to obtain the data used in this study. Most of the data were translated from primary Italian sources. Much of the data were supplied by RAI.

The author concluded that RAI has overcome many odds to develop an highly efficient and modern technical broadcast system. Also, the Italian System of Broadcasting is unique and outstanding among European systems. RAI meets the needs and interests of the Italian people.

There are some weaknesses in the news and programming areas, but overall, through imagination and creativity, RAI's radio and television are very good. RAI has maintained an exemplary position in the field of educational and instructional broadcasting in radio, but more especially in television through Telescuola.

The author also suggested other areas of RAI and the Italian broadcasting system that should be researched.

A-0044. Sterling Christopher Hastings. The Second Service: A History of Commercial FM Broadcasting to 1969. U. of Wisconsin.

There were ten major findings of the study. First, FM was clearly the product of a single inventor-innovator Edwin H. Armstrong, without whom the system never would have been perfected. Second, without a few pioneering experimenters, FM would not have achieved commercial status in 1941. Third, the 1945 frequency shift, although it had disastrous short-term effects on FM, was important in the post-1960 expansion of FM. Fourth, the 1945-48 period was key to FM's secondary role within broadcasting. Fifth, while FM suffered at first from FCC disinterest, after 1940 it became the Commission's darling. After 1955, it was encouraged by a series of rulings involving approval of SCA, stereo standards, and program nonduplication. Sixth, because of programming (classical and orchestral music) boring to a majority audience and the resulting low sales of expensive FM sets, audiences remained small for years. Seventh, because of minority appeal and limited audience research, FM has never appealed to national advertisers, but it has established itself as a local sponsor medium. Eighth, while AM and television competition were important in FM's problems, the key factor in FM's slow growth was its own lack of appeal. Ninth, with program separation (from co-owned AM stations) and a resulting independent image in the mid-1960's, the medium began to grow rapidly in appeal to both audience and advertisers. Finally, the story of FM shows up important factors of protection and competition within the broadcast industry which well can be applied to other elements of broadcasting, such as pay TV, UHF television, and CATV.

A-0045. Stern, Mort P. Palmer Hoyt and *The Denver Post:* A Field Study of Organizational Change in the Mass Media of Communication. U. of Denver.

This study was undertaken to gain insight into the problem of managing change, which looms today as a growing challenge to the mass media. It was an inquiry into the relationship between the efforts of Palmer Hoyt, who was brought into the organization known as *The Denver Post* in 1946 to be its chief executive, and the changes that followed.

The Post in 1946 was widely regarded as a biased, quarrelsome, sensational and provincial newspaper. It was transformed into one recognized for its fairness, objective approach to the news, lack of stridency, openness to the publication of dissent, and its interest in its region, the nation and the world.

The basic hypothesis was that Hoyt functioned as a "change agent" as this term is understood in organizational theory.

The data of the study were organized against a grid which consisted of a seven-phase model of the process of change developed by Ronald Lippitt, Jeanne Watson, and Bruce Westley. The principal method used for most of the study was that of the anthropological field researcher, *i.e.*, prolonged "residence" in the organization being studied.

It was found that the evidence justified accepting the hypothesis. The study lends credence to the proposition that a person charged with initiating change in an organization would be taking a major step toward mastering the process if he learned to regard himself as a change agent.

In addition, the study contains data of potential value to historians of journalism and students of journalistic practice.

Titchener, Campbell B. A Content Analysis of B-Values in Entertainment Criticism. *See* A-0118.

A-0046. Toogood, Alexander Featherston. Canadian Broadcasting: A Problem of Control. Ohio State U.

Canada's broadcasting history has seen five attempts to establish different agencies of regulation and control, within as many decades: being passed from a government department (1913) to the Canadian Radio Broadcasting Commission (1932), to the Canadian Broadcasting Corporation (1936), to the Board of Broadcast Governors (1958), and to the Canadian Radio-Television Commission (1958). This study looks at the problems faced by each agency, and the solutions suggested by subsequent legislation.

In an attempt to settle the problems which are the subject of this thesis, there have been numerous investigations of broadcasting. The varied contributions of the three Royal Commissions, a public Committee, and twenty Parliamentary Hearings are discussed. These are seen in the context of Canada's difficulties: her vast land mass; the sparse, yet widely scattered population; the influence of the United States; the bi-cultural diversity; and conflicts between provincialism and federalism.

The difficulties of Canadian broadcasting can be traced to the mishandling of broadcasting matters by successive governments. Political involvement has been excessive, and there have been undesirable consequences. The most recent legislation, the 1968 act, could provide a worthwhile solution. But this can only happen if the politicians remove themselves from broadcasting considerations that are better left to independent agencies of operation and control. Although many of the past problems arose from imprecise legislation, it would seem that the largest barrier to success was the appointment of inappropriate persons to top positions. This study concluded that it is the quality of the personnel involved which largely determines the success of such agencies.

A-0047. Viamonte, Daniel, Jr. An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States. Wayne State U.

The contribution of this study was geared to (1) elevate information concerning radio/televison activity on the two-year institutional level in the United States, (2) present a guide which could be used for the establishment and improvement of radio/television activity in two-year institutions, (3) present a current radio/television directory of two-year institutions to help open "channels of communication" with the broadcast industry and the two-year institutions, as well as creating better working relationships among the two-year institutions, (4) raise major questions common to two-year institutions, and suggest possible solutions, (5) create and stimulate interest in the area of radio/television, specifically on the two-year institutional level, and (6) project a potentially bright future for two-year institutions interested in radio/television.

Initially, every two-year institution in the United States, regardless of affiliation, was contacted. These were followed with various visits and personal contacts.

As a result certain significant implications and recommendations were presented by "key personnel" from all areas of the United States. Their views on such items as terminal behavior, requirements for faculty employment, acceptance of radio/television, projection, and curriculum commitment are indicative of the trends and current status of radio/television activity in accredited two-year institutions.

In short, the research material was presented in an attempt at providing administrators, faculty, broadcasters, and the interested public with a composite view of what is being done throughout the United States.

PUBLIC ADDRESS

A-0048. Adams, Helen B. Walter Williams: Spokesman for Journalism and Spokesman for the University of Missouri. U. of Missouri, Columbia.

Walter Williams, Missouri journalist and educator, used the platform frequently to espouse the causes in which he believed. Speech texts, newspaper reviews and comments, letters, and the personal papers of Walter and Sara Lockwood Williams served as the basis for this study.

Williams' speeches reflect his concern that man's primary obligation is to build a better society. He employed humor, showed preference for stories of personal observation, and used the narrative effectively. He often depended on quotations to amplify a point. Williams was inclined to speak in broad generalizations. His language was expansive and flowing with the tone echoing that of the King James Version of the Bible. His speeches abounded in allusion and imagery. He used comparison and contrast, alliteration, poetic quotation, and epigrammatic phrases.

Williams was judged to be an effective speaker by those who heard him. His rhetoric was typical of that of the late nineteenth and early twentieth centuries, and, therefore, the form was acceptable, if not expected, by those who heard him.

He made no contribution to the theory of rhetoric and left no lasting memorial except his contribution to establishing the School of Journalism at the University of Missouri. Rather, his effectiveness must be gauged by the influence he exerted on the audiences who heard him. His contemporaries testified to his effectiveness, and they often indicated that his association with the best thoughts of the day and his personality were vital factors in his appeal.

A-0049. Alley, Anne Gabbard. A Demographic Study of the 1967 Gubernatorial Campaign Speaking of Louie Broady Nunn. Southern Illinois U.

The purpose of this study was to discover the relationship between the speeches that Louie

Broady Nunn delivered in the 1967 Kentucky gubernatorial campaign and the profile of the average population within each of seven geographical districts within the state as shown by an analysis of selected speeches and pertinent demographic data.

The state was divided into seven regions based on the seven voting regions of the state. Each region was examined with respect to the sociological composition of the population and the voting reaction of the population of each district.

An examination was made of the operating social influences at the time of the campaign and the campaign strategy used in the campaign in order to examine the influence of these factors on the election.

The conclusions of the study indicated the following.

(1) A number of factors influenced the outcome of the election. Some of these were the use of a professional campaign manager, the support of the Republican party, the use of a moderate position on the issues, the effective use of the campaign slogan, the defection of the Democrats, and the effective use of the news media.

(2) Nunn did not relate his speaking to the demographic profiles of the districts. However, due to the complete coverage given the campaign, by the news media, his position on the issues was available to the general population.

(3) The majority of the speaking was done before special interest groups such as the Lions Club, etc. Therefore the speeches were written in relation to particular interest groups rather than to particular demographic sections of the state.

A-0050. Biggs, James W. A Rhetorical Analysis of the Speech Making of Adlai E. Stevenson Inside and Outside the United Nations on Major Issues During the Seventeenth, Eighteenth, and Nineteeth Sessions of the General Assembly. Southern Illinois U.

The purpose of the study was to discover the advocacy of Adlai Stevenson on major issues presented in the United Nations during the Seventeenth, Eighteenth, and Nineteenth Sessions of the General Assembly as shown by analysis of his speeches given inside and outside the United Nations.

Included in the study were eight speeches given by Stevenson in the United Nations. Nine speeches were included that were given to audiences outside the United Nations during this period. All these speeches were examined for their propositions. An attempt was made to determine if the invention of the United Nations speeches differed from the invention of the non-United Nations speeches. Lastly, the study was concerned with Stevenson's concepts of man and institutions as revealed by all the speeches.

The propositions revealed a deep concern by Stevenson for man and his institutions. Stevenson was hopeful that the institutions would provide the means for man's self-determination and fulfillment. Stevenson believed in man and in his basic goodness, and that democracy could become the accepted governmental form for all nations because it offered man his greatest opportunity for self-fulfillment.

Although the invention of Stevenson's speeches inside the United Nations did differ from the invention of the speeches outside, because of the nature of the purpose and the occasion for the speeches, all his speeches seemed to reveal a similar view of man and his institutions.

A-0051. Boaz, John K. The Presidential Press Conference. Wayne State U.

This dissertation studied the Presidential news conference by tracing historically its development, discovering critically and comparatively its role in our society, and assessing rhetorically its impact on President, press, and the body politic.

Resources consisted of selected periodical reports and books of newsmen, Presidential intimates, and scholars. Presidential biographies from Theodore Roosevelt to Lyndon Johnson and works on the office of the Presidency were examined along with works dealing directly with Presidential press relations and the press conference. Selected press conference transcripts were studied.

The dissertation concluded that the press from Washington to Lincoln was highly partisan, while from the Civil War to the century's end journalism turned to a broader news function. Yet, through the entire period Presidents and press interacted only indirectly. Initiative for publicizing the Presidency shifted decisively with Theodore Roosevelt from the press to the White House, and Woodrow Wilson ushered in the modern press conference.

The news conference serves the President in communicating, sensing public opinion, and affecting leadership. Actors and audiences in the process consist of the President, newsmen, the public, the three branches of government, and foreign peoples. Channels are complex and involve feedback within and among audience-actor groupings as the circular process of communication moves from President to press, to ultimate audience, to press, and to President.

Personal qualities and skills of the President including particularly his working relationship with the press constitute major factors in the success or failure of the news conference as a viable channel of government publicity.

A-0052. Bock, Hope. A Study of the Rhetorical Theory and Practice of Everett McKinley Dirksen. Southern Illinois U.

The purpose of this study was to discover the political and ethical invention of Everett McKinley Dirksen in four historically significant speaking situations, as shown by an analysis of speeches, interviews, and commentaries.

With regard to Dirksen's rhetorical theory, the following conclusions seemed tenable. Rhetoric made a difference, but not the only difference, in the decision-making process. Rhetoric should operate within the prevailing values of the society in which it is given. Proof, style, arrangement, and delivery were used to further Dirksen's purpose of conveying his message to the audience. Emotional and ethical appeals were felt to be most effective in moving an audience to action. Humor, language, and the establishment of common ground appeared to be the most frequently used persuasive devices.

With regard to the speeches analyzed, the following conclusions seemed tenable. The rhetorical theory and practice of Everett Dirksen was primarily audience-centered. Dirksen appeared to be seeking modifications in the freedom-order structure. His invention sought a maximum of freedom for the individual, but it did so with respect to all members of the society. No citizen was unlawfully restrained or was unduly curtailed in the effort to maximize individual freedom. Because of periodic shifts of opinion and position, Everett Dirksen has been charged with being inconsistent. This study found, however, that these changes were not made without good reason. Dirksen's ethical and political invention presented the overall desire to better the United States.

A-0053. Buck, Edwin F., Jr. A Study of the H. M. S. Richards Lectureship with Emphasis upon Some of the Basic Elements of Persuasive Preaching. Michigan State U. (1968).

The dissertation on the H. M. S. Richards Lectureship was based on the first decade of the series beginning in 1957. The purpose of this study was (1) to consider the statements made by the apparently successful preachers selected to conduct each series, and (2) to focus upon some of the basic elements of persuasion and to relate them to accepted homiletic and rhetorical theories.

To facilitate the analysis of available source materials, the writer prepared an analytical outline, divided into four major sections: the preacher, the occasion and congregation, the sermon, and the delivery.

The procedures for this study included a cataloging of all of the statements of the lecturers relative to the headings of the analytical outline. In general, this method grouped the comments of the lecturers in chronological order under each heading. Both consensus and dissent among the speakers relative to the topics of the outline were noted.

Two questionnaires were developed and utilized in the evaluation of the lectureship, as well as taped interviews of administrators answering three questions which revealed the "value" or worth of this lectureship.

The major conclusions that appeared warranted concerning the lectureship were (1) that some content materials should be recorded in a more permanently available form, (2) that the objectives of the series were being met satisfactorily, and (3) that some peripheral benefits accruing from the lectures should be incorporated.

The areas of general agreement in the substance of the lectures were five in number, whereas the areas of differences in emphasis and judgment were but three in number.

A-0054. Camp, Leon Raymond. The Senate Debates on the Treaty of Paris of 1898. Pennsylvania State U.

The consequences of ratifying the Treaty of Paris of 1898 were of great significance to American foreign policy. First, the treaty ended the state of war between the United States and Spain. Second, it ceded to the United States Puerto Rico, Guam, and the Philippines. According to Samuel Eliot Morison, the annexation of the Philippine Islands was a "major turning point in our American history."

The central purpose of this study was to determine the nature and adaptation of the disposition and invention in the open-session Senatorial debates on the Treaty of Paris.

Utilizing descriptive and critical methods, it was established that the majority of the speeches were two-sided problem-solution messages. There were four major issues in the debates:

constitutional, political, commercial, and military. The senators often presented illustrations and comparisons to support their contentions; statistics were rarely used as a form of support. The most frequently used type of support was authority and testimony. In general, the senators did not make significant efforts to adapt their disposition and invention to their listeners.

An examination of the collected papers of leading senators involved in the argumentation was conducted. It was established that just before the final vote on February 6, 1899, a shift to the affirmative by Senators John McLaurin and Samuel McEnery provided the margin for ratification of the Treaty. Unrelated to the debating, this shift was caused by reactions of the senators to political pressures.

A-0055. Carlson, Karen A. The Kenya Wildlife Conservation Campaign: A Descriptive and Critical Study of Inter-Cultural Persuasion. Northwestern U.

It was the purpose of this study to investigate a persuasion campaign which was conducted by one culture for another. This study constituted an analysis of the American and European attempts to introduce wildlife conservation to the population of Kenya.

The campaign was based on the American hypotheses about persuasion that appreciation of wildlife was dependent on the knowledge an audience had on the subject. The conclusions of this study demonstrated that the campaign did not result in the acceptance of the campaign in Kenya.

First, many of the materials presented were not comprehended by the Africans. The American idiom was unfamiliar to students who had had little training in English, and the speed of film narrations and park tours was too great for the young students. Comprehension of the films and posters was also limited by the African unfamiliarity with these media; cues indicating perspective, relative size, and shape were not recognized. Second, the failure to reinforce materials severely limited the results. The students' attitudes that wildlife was vermin or a source of food were formed at an early age and reinforced with experience, tribal tradition, folk stories, school books, and newspapers. The single exposure to wildlife as aesthetically valuable was not sufficient for attitude change. Third, the materials used to support the conservation messages were outside the traditional persuasive devices familiar to the African audiences. No attempt was made by the campaign directors to make adjustment to the traditional age-authority customs, tribal taboos and history, or geographical variations.

A-0056. Cheatham, Thomas R. The Rhetorical Structure of the Abolitionist Movement Within the Baptist Church: 1833-1845. Purdue U.

Although denominational leaders preferred to think of slavery as a *political* issue, neither the abolitionist nor the slaveholder was willing to allow church neutrality on the most controversial social issue of the nineteenth century. Struggles for ecclesiastical endorsement occurred in the largest Protestant denominations, as both pro- and anti-slavery forces sought an official church policy to support their cause.

The Baptist Church suffered a major split in 1845. Asuming that the "rhetorical structure" of the Baptist Abolitionist Movement would emerge from analysis of *issues* and *strategies*, the writer undertook a study to determine characteristic *issues* (points in argumentation on which opponents assume affirmative and negative positions) and *strategies* (large-scale planning and directing of operations; especially, the utilization of communication media and the selection of persuasive tactics).

The writer concluded that the Baptist Abolitionist Movement occurred in three phases. The first phase lasted from 1833 to 1840. Rhetorical activity centered on eight diversified issues, was channeled through the communication media of resolutions and correspondence, and was tempered by non-violent tactics. During the second phase, 1840-1843, the issues were narrowed to only four of the original eight. Although the communication media remained the same, tactics during the second phase became increasingly quasi-violent and violent. The final phase of the movement, 1844-1845, centered on only two issues. The advocates continued to utilize the same media, but their tactics became more violent and, by 1845, Southerners were convinced that total separation was the only answer.

A-0057. Cleckner, Paul William. The Sermon as a Communication Event in the Church of the Nazarene. U. of Kansas.

The purpose of this study was to determine laymen's and ministers' perceptions of the dimensions of preaching, *i.e.,* the minister, message, and receiver, in the Church of the Nazarene.

The primary research goal of the study was exploratory and descriptive and was limited to the minister as a communicator through the sermon, the sermon as a communication event, and the layman as a contributor to the sermon event.

Based upon interviews, historical data, and recent communication research, a field research investigation was developed. Research questions were formulated under the major headings of the minister, layman, and sermon. A research study was conducted by mailing questionnaires to ministers and laymen in seventy Nazarene churches on a random basis.

Data derived from the sample were analyzed descriptively and statistically. Significant findings included the following: (1) the sermon was perceived as a rhetorical act if considered in the light of the traditional concepts of rhetoric, (2) audience participation and contribution to the sermon were limited by the subjects' concepts of the message, (3) content, style, and delivery were three major reasons why the subjects were satisfied with sermons, (4) the subjects recognized persuasion as part of the sermon process, (5) the nature of audiences and their influence upon the sermon were recognized only in a limited degree, (6) a here-and-now, life-situation approach to preaching may be a deterrent to effective communication, and (7) in order o achieve maximum effectiveness as a communicator, the minister must be perceived as reliable, sincere, responsible, and consistent.

Cloer, Roberta K. Emerson's Philosophy of Rhetoric. *See* A-0098.

A-0058. Dause, Charles A. An Analysis of the 1937 Public Debate over Franklin D. Roosevelt's Court Reform Proposal. Wayne State U.

The purpose of this study was to provide a narrative of the public debate over Franklin D. Roosevelt's 1937 court reform proposal and to analyze it by means of concepts taken from the theory of argumentation. The study focused primarily on the clash of arguments, the clash of values, and the clash of credibility strategies in this debate.

The study yielded eight conclusions. (1) Roosevelt's initial rationale and proposal were major limiting factors in affirmative responses to the rhetorical situation, (2) The negative's axiological framework neither permitted nor required it to adjust to the changing circumstances created by Supreme Court decisions in 1937, (3) Negative selectivity in refutation pulled the affirmative off of its case emphasis and onto negative ground, (4) The analysis of the court reform debate suggests important limitations on the use of the stock issues as a complete system of prior analysis for propositions of policy, (5) If academic debate is to provide preparation for participation in public controversy, training in how to deal with values and credibility factors should be included, (6) Selectivity, rather than thoroughness, seems characteristic of public debate, (7) Analysis of arguments within the framework of the stock issues tended to have a bias towards advocates of change while analysis of values placed opponents of change in a more favorable light, (8) The analysis of credibility in the court reform debate provided explanations for many of the rhetorical choices made by the participants.

A-0059. Dayka, Ernest. A Rhetorical Criticism of the Preaching of Harold Cooke Phillips. Case Western Reserve U.

This study was an analysis of the sermons and homiletical theory of Harold Cooke Phillips, pastor of the First Baptist Church, Cleveland, Ohio, author, lecturer, and visiting professor of homiletics at Oberlin School of Theology, Union Seminary, and Southern Baptist Theological Seminary. It analyzed and assessed those factors which contributed to his effectiveness as a speaker: background and education, historical milieu, immediate audiences and occasions, basic premises from which his major arguments evolved, and audience response.

Phillips' basic premise was the *theologia crucis,* the belief that man struggles between the pragmatic and the ideal, knowing that while the ideal cannot fully be apprehended, he must struggle nonetheless. His sermons identified the "respectable sins of society"—ecclesiasticism, privilege, nationalism, racialism, militarism, and acquiescence—which hinder the realization of the ideal goals of society.

His own concept of the high calling of his office established *ethos. Pathos* was designed to elicit response. His *logos* was a dynamic, utilitarian logic of assertion and evidence. The sermons were carefully structured, language was vivid and concrete, and figures of speech were employed for their utilitarian value rather than ornamentation. His expressive voice, which conveyed affective meaning, compensated for limited body movement and gestures.

The favorable response of his immediate audiences and the relevance of his sermons to the contemporary problems of society indicated the speaker's effectiveness in the role of evangelist and prophet.

Sources used included interviews, Phillips' recording tapes and his writings: books, sermons, addresses, lectures, and personal files.

A-0060. Dick, Robert C. Rhetoric of the Negro Ante-Bellum Protest Movement. Stanford U.

During the period from 1830 to the Civil War, Negroes of the Free States conducted a militant protest movement which ran partially in conjunction with white abolitionism and partially independent of it. Negroes had the combined purpose of combating slavery and elevating the freemen of their race. This study was an analysis of the rhetoric of Negro spokesmen in the movement, noting the changes that took place at various stages.

The study revealed the values of Negro spokesmen, and the frames of reference from which their rhetoric evolved. It set forth the propositions and supporting arguments advanced by Negroes on major issues affecting their race. Their argumentative choices concerned such subjects as colonization, schools, morality, economics, integration, the Constitution, civil obedience and civil disobedience, reform and revolution, violence and non-violence, moral suasion, political party activities, and the slavery institution.

Since there were differences of opinion among Negro spokesmen on many issues, this study analyzed conflicting viewpoints on each proposition. It noted intra-racial controversies over both strategies and policies to be pursued and advocated.

The movement began with a rhetoric encouraging Negroes to work hard and lead clean, moral lives. When the performance of good deeds did not appreciably alleviate wrongs against Negroes, it was supplemented by words protesting the non-recognition of deeds. Then, there was a predominant rhetoric of politics to bolster the moral suasion of both words and deeds. As the 1850's brought more repressive governmental action against Negroes, their rhetoric showed an overriding theme of reaction. Finally, as the Civil War neared, Negro rhetoric became primarily that of agitation and advocacy of disunion.

A-0061. Engdahl, Lynn H. A Study of Debate in the United States Senate: The 1957 Debate over Civil Rights. U. of Iowa.

The purpose of this study was to examine the patterns in a Senate debate on civil rights (H. R. 6127). The focus was on who spoke, when and how much; the kinds of speeches made; the influence of the Senate rules on the course of debate; and the general flow of the issues. The materials were taken from the bound volumes of the *Congressional Record*.

Approximately one-half of the total time was consumed by proponents; the remainder was divided almost equally between opponents and compromisers. A small group of senators dominated the discussion on each side. New England senators and freshmen senators up for reelection spoke seldom.

Five types of speeches and six types of colloquies occurred. Speeches: documentation, direction, explanation, position, refutation. Colloquies: friendly, unfriendly, mixed, procedural, gamesmanship, neutral. The real clash in the debate came during the colloquies.

The pattern began with speeches of explanation, accompanied by colloquies and speeches of documentation. As debate progressed, brief speeches of direction and procedural exchanges appeared. Speeches of position came as voting neared.

Rules important in the pattern were: the unanimous consent agreement; the rule permitting a senator to change his proposed amendment as debate proceeds; and rules concerning filibuster.

In the time-controlled debate, colloquies seldom occurred. Speeches became shorter as the period progressed.

Changes in the flow of issues resulted from proposed amendments. Late in the debate, the focus turned to the value of this bill versus no bill and the possibility of revitalizing the bill through conference with the House.

Abstracted by Orville Hitchcock

A-0062. Hartman, Maryann D. The Chautauqua Speaking of Robert La Follette. Bowling Green State U.

Robert La Follette, progressive leader, three times Governor of Wisconsin, Senator from Wisconsin for twenty years, and candidate for President in 1924, said that his Chautauqua speaking was his most effective work for the national Progressive Movement. Specifically, he was referring to the speech, "Representative Government," which he delivered for twenty-two years on the Chautauqua circuits. A hand-corrected manuscript of the eighty-nine page speech was found among the La Follette Papers at the State Historical Society of Wisconsin. Also found among the Papers were La Follette's speaking outline, a newspaper synopsis of the speech written by him, correspondence from the Slayton-Lyceum Bureau, and La Follette's 1905

Chautauqua itinerary. Accounts of eleven of his ninety-six appearances in 1905 were found at the Newspaper Division of the Library of Congress. The purpose of this study was to bring together the Progressive Era, the Circuit Chautauqua, Robert La Follette, and La Follette's speech "Representative Government," and to assess critically the rhetorical situation.

The study revealed that the bases of La Follette's success were his choice of subject, his use of "all of the means of persuasion," and his personality. Historically, he articulated for his audience their feelings of unrest and injustice and suggested a solution which held fast to the democratic faith.

La Follette's hand-corrected manuscript of the speech and his speaking outline of the speech are part of the Appendix.

A-0063. Heiman, Hazel L. A Historical Study of the Persuasion of the Populist Impulse in South Dakota. U. of Minnesota.

The purpose of this study was to document the historical record, to provide a contextual description, and to evaluate the rhetoric of the Populist Movement in South Dakota. Biographies, historical references, correspondence, and newspapers were used to establish the historical context. The rhetorical analysis considered the intellectual and rhetorical context and the interplay of the rhetoric of the national movement and the Dakota movement betwewen 1890 and 1896. Speeches, correspondence, tracts, and Populist newspapers were examined to study the progress of building issues and advocating solutions.

Populist impulse building began with the Dakota Territorial Farmers' Alliance in the 1880's and built momentum so that in 1890 the third party sent a Populist to the United States Senate. Six years later the People's Party elected two congressmen, a state administration, and a legislative majority. The rhetoric building was done through an extensive educational program which took place in prairie school houses and in town halls. The rhetoric shaped itself in Populist controlled local and county meetings, institutes, encampments, and conventions. Populism penetrated into the community by making use of the existing platforms—Chautauqua, Lyceum, literary societies, debating clubs, special occasions, and community gatherings.

The study made some conclusions about the successes and failures of the rhetoric of and the political and leadership abilities of the spokesmen. It also drew some conclusions about the immediate and long term effects of Populism in South Dakota.

A-0064. Hemmer, Joseph J., Jr. The Democratic National Conventions of 1860: Discourse of Disruption in Rhetorical-Historical Perspective. U. of Wisconsin.

The purposes of the study were to explicate the nature of convention message sources (groups of spokesmen) through analysis of the messages themselves, to explicate the disruption of the Democratic Party in 1860 from a rhetorical perspective, and to test the workability of a particular approach to the study of rhetorical discourse in historical perspective.

The critical apparatus contained two parts. The first was designed to provide an understanding of participating groups; this critic sought correspondences between recurring patterns of messages and related demographical-historical data to determine goals, values, and warrants for each group. The second part was designed to provide an understanding of the disruption; rhetorical strategies, employed by spokesmen for each group, were measured against the goals, values, and warrants of the other groups. The timing of the strategies' presentation and the neglect of available alternatives were also considered.

The following were significant findings. Groups of participants held divergent goals regarding convention tasks. The rhetorical setting called for adjustive strategies, sensitive to the fear-dominated mental states of auditors. Rhetorical choices contributed to the disruption. Spokesmen relied on nonadjustive rhetorical strategies, directed remarks at personalities rather than issues, neglected the uncommitted audiences, and poorly timed the presentation of messages. Also, choices of inept spokesmen characterized the rhetorical strategies; rhetorical choices emotionalized the atmosphere and precluded conciliation. Use of alternative strategies had the potential of preventing the disruption. The methodology seems useful to the critic of situations in which public decisions emerge from the rhetorical interaction of competing factions.

A-0065. Hickey, Timothy Roy. Methodist Preaching at the Time of the Formation and Development of the Detroit Annual Conference of the Methodist Church: 1856-1869. U. of Michigan.

The purpose of this study was to describe the characteristics of Methodist preaching in the years of institutionalization and organized missionary activity, 1856-1869, in its two roles: preaching designed to meet the religious needs of and to strengthen the attachment of parishioners and preaching designed to win converts among non-Methodists. Themes and structures of such sermons were described.

In preaching which attempted to strengthen and reform, the most immediate effect was an expression of approval or disapproval. A more permanent effect was involvement of local congregations in activities, such as building construction, working for abolition of slavery, and missionary extension. In preaching which attempted to win converts, the most immediate effect was the number who responded to the "invitation." A more permanent effect was numerical growth. In 1825, there were 62 converts; in 1836, 4,000; in 1840, 12,000; in 1856, 20,000; and in 1869, 41,000 as compared to 11,300 members in the Presbyterian Church.

Numerical growth occurred for several reasons: listeners were convinced of their need; the mobility of the ordained ministry heightened the sense of mission; immediate availability of ministerial leadership sidestepped college and seminary requirements present in other denominations; the "down to earth" nature of the message met the demands of listeners for simplicity and directness; and the "down to earth" nature of its preachers created a relationship of plain people ministering to plain people. But, as a consequence, the church was criticized for its schisms, "surface" ministry, uneducated clergy, oversimplification, and moralistic preaching.

A-0066. Hunsaker, Richard Allan. The Other Senator from Illinois: An Analysis of the Senatorial Speaking of Lyman Trumbull. Southern Illinois U.

Lyman Trumbull represented Illinois in the Senate from 1855 to 1873, and, as chairman of the Senate Judiciary Committee, wrote and introduced the First and Second Confiscation Acts, the Freedmen's Bureau Bills, the first Civil Rights Act adopted in this country, the Thirteenth Amendment to the Constitution, and the first Civil Service Reform Law enacted by Congress. In 1868, Trumbull was one of the seven Republican Senators who voted against the impeachment of President Andrew Johnson, and in 1872, Lyman Trumbull became a leading figure in the Liberal Republican movement.

The purpose of the study was to discover the characteristics of the senatorial speaking of Lyman Trumbull as shown by a rhetorical analysis and evaluation of selected speeches during his tenure in the Senate. The study was historical in orientation and attempted to characterize Trumbull's rhetorical techniques in given speaking situations and to picture Trumbull in the context of his time.

The analysis of Trumbull's senatorial speeches revealed an organizational structure that was clear and easy to follow, generally based upon the arguments of his opponents; an unembellished style that revealed not only Trumbull's legal background but a thorough knowledge of his subject; propositions which were well supported with logical proofs; and a rather limited use of emotional appeal. The study further revealed that Trumbull's devotion to principle far outweighed his allegiance to any political party in a period when party loyalty was paramount to success in politics.

A-0067. Ilardo, Joseph Anthony. The Bradlaugh Case: A Study of the Parliamentary Debates Concerning the Affirmation-Oath Controversy, 1880-1891. U. of Illinois.

Charles Bradlaugh, a dedicated and vocal freethinker, was elected to the British House of Commons in April, 1880. The controversy surrounding his admission to Parliament began when the self-educated amateur attorney requested permission to pledge his allegiance to the Crown by means of a solemn declaration or affirmation rather than by means of a religious oath. His request (based on a questionable interpretation of the relevant statutes) was considered and denied by a select committee. Only days later, shortly after Bradlaugh expressed his willingness to take the oath, the question of permitting him to pledge his allegiance to the Crown in any way mushroomed into a full-blown legal, constitutional, political, and "moral" controversy. Should Bradlaugh be seated? Could the House prevent him from taking his seat? The controversy occasioned many long and heated debates in both Houses of Parliament. Those debates were the subject of this study.

The thesis advanced in this work was that, although Bradlaugh himself initiated the controversy surrounding his admission to Parliament, his opponents early seized the initiative, and, by means of argument and obstructive devices, succeeded in excluding him from Parliament for six years (with the exception of a nine month period); moreover, the social, economic, religious, and political conditions existing at the time of the emergence of the controversy accounted for the urgency with which it was viewed, the proportions it attained, and for the successful advocacy by Bradlaugh's opponents (despite logically and ethically inferior argument) of his exclusion.

This study provided the first in-depth analysis and evaluation of the Bradlaugh debates and served to demonstrate the importance of context and climate of opinion in decision-making.

A-0068. Kjeldahl, Bill O. Factors in a Presidential Candidate's Image. U. of Oregon.

Since little evidence exists that would indicate the kinds of images that political candidates find to be the most effective, this study investigated the factors that constituted the political "image" of the presidential candidates running in the 1968 Oregon primary.

The data for this study were obtained from 519 supporters of candidates during the last five days of the 1968 Oregon presidential primary campaign in order to determine, through factor analysis, what constituted political "image." Scales were constructed from the descriptive terms most frequently used in a free response pre-test in which subjects were asked to describe the candidate they most favored, least favored, their ideal presidential candidate, and the politician in general. Thirty-nine scales then were selected to obtain the data used in the factor analysis.

Factor analysis revealed two major and six lesser independent dimensions from the scales used. The first factor, labeled "genuineness (represented by such scales as "truthful-untruthful," "straightforward-devious," "honest-dishonest," and "trustworthy-untrustworthy") accounted for the greatest portion of the total variance, with about fifty per cent for four groups of supporters and thirty-six per cent for the Rockefeller supporters. A second factor, "leadership" (represented by such scales as "ambitious-unambitious," "industrious-lazy," "involved-uninvolved") accounted for about eight per cent of the variance. A difference appeared in the number of factors found for each group of supporters: five for Robert Kennedy and Eugene McCarthy, six for Ronald Reagan and Richard Nixon, and eight for Nelson Rockefeller.

A-0069. Kuster, Thomas Arnold. The Fellowship Dispute in the Lutheran Church—Missouri Synod: A Rhetorical Study of Ecumenical Change. U. of Wisconsin.

Since a denomination's move toward ecumenism is ordinarily accompanied and affected by voluminous discourse, this rhetorical critique investigated the "how" of ecumenical change through explicating and evaluating the role of discourse in such change. The Lutheran Church —Missouri Synod had, since its founding in 1847, maintained an inflexible aloofness in interdenominational relations, based on a "fellowship principle" that precluded joint religious work until total doctrinal agreement had been reached. In 1935, the synod was drawn into negotiations toward greater cooperation with the American Lutheran Church, culminating in a mutual declaration of fellowship in 1969. The negotiations generated heated controversy within the synod; fellowship proponents emphasized a traditional exigence for seeking church unity, whereas opponents deplored compromising the synod's "pure doctrine." This study examined the controversy's inception by analyzing the discourse of two partisan unofficial synod periodicals: the pro-union *American Lutheran* and the anti-union *Confessional Lutheran*, between 1938 and 1945.

Union opponents built a strong, logical debate case, based on a generally accepted traditional synodical principle as a major premise; the minor premise was supported by voluminous documentation of specific facts. The syllogism's necessary conclusion precluded Missouri-A.L.C. fellowship. The anti-union case was primarily forensic.

Union advocates built a deliberative case based on circumstance, specifically, the advantage of ecumenical involvement. They defined the major premise into irrelevance by proposing a new symbolic reality governing fellowship relations, and achieved their goals, although sound deliberative principles were not carefully observed.

A-0070. Larson, Barbara A. A Rhetorical Study of the Preaching of the Reverend Samuel Davies in the Colony of Virginia, 1747-1759. U. of Minnesota.

The Reverend Samuel Davies, an evangelical Presbyterian minister preached in the colony of Virginia from 1747 to 1759, when he left to become president of the College of New Jersey. Recognized by contemporaries and subsequent critics as a pulpit orator of great persuasive power and zeal, Davies exerted a strong influence in the religious and civil affairs of colonial Virginia. Davies' mode and method of preaching was characteristic of the "New Light" evangelicals and differed distinctly from the pulpit practice of the Anglican pastors.

It was the purpose of this study to examine the rhetorical theory, strategies, and tactics expressed by Davies in his sermons and demonstrated in his preaching. Primary source materials included three volumes of Davies' *Sermons on Important Subjects,* 3rd American edition of 1811, additional uncollected sermons, Davies' *Journal,* and his letters to colonial and British colleagues.

Investigation of Davies' occasional and ordination sermons yielded explicit descriptive and prescriptive expressions of his concepts of rhetorical theory, communication, and a specific rationale for persuasive pulpit oratory. Analysis of the doctrinal sermons revealed identifiable rhetorical goals, a persuasive strategy, and definitive rhetorical tactics which Davies developed and applied to convince men to seek salvation. The patriotic and war-time sermons utilized the same rhetorical strategies and tactics, interpolated to meet the needs and exigencies of colonial Virginians at war with the French, and expressed a significant alteration from sacred toward secular and civil concerns.

A-0071. Makay, John J. The Speaking of Governor George C. Wallace in the 1964 Maryland Presidential Primary. Purdue U.

This study analyzed Governor George C. Wallace's speaking in the 1964 Maryland primary by focusing on kinds of audiences and occasions addressed, the nature of his message, major strategies employed, arguments against the 1964 civil rights bill, and Wallace's attitude toward and use of audience adaptation.

In five major speeches, Wallace faced two urban, one rural, and two suburban audiences. On each occasion Wallace gave a variation of a basic speech.

Wallace's major strategies were a campaign of illusion (Wallace tried to give the impression he was conducting a busy and well-knit campaign when it only amounted to ten speeches and heavy advertisement in the mass media), an attempt to replace his racist image with that of a political idealist, and appeal to fears of Negro integration.

The study led to several conclusions. First, Wallace misused the Maryland primary. It was intended for serious aspirants to the Presidency, but Wallace used it only for protest. Second, Wallace seemed more interested in arousing people than in speaking accurately about the civil rights bill. Third, the Governor was very concerned over his ethical appeal and attempted to picture himself as an American idealist and not a racist. Fourth, Wallace did not adapt to the affluent whites, which may have limited his support. Fifth, public address was less important in the Maryland campaign than in previous Alabama elections—emphasis was placed on advertising in the mass media.

A-0072. Morlan, Donald B. The Persuasive Campaign of *The Christian Century* Against Diplomatic Relations with the Vatican: 1940-1952. Purdue U.

This study examined the persuasive campaign of *The Christian Century* against diplomatic relations with the Vatican from 1940-1952. Four events in the thirteen year controversy marked the beginning of a period of editorializing. The first event was President Franklin D. Roosevelt's appointment of Myron C. Taylor as his personal representative to the Vatican on December 23, 1939. The second was President Harry S Truman's re-appointment of Taylor in May, 1946. Third was Taylor's resignation in January, 1950. The final period began with Truman's nomination of General Mark W. Clark as ambassador to the Vatican on October 20, 1951.

This study located, described, and analyzed the development and presentation of major arguments used by editors of *The Christian Century* in their efforts to influence the attitudes of readers.

Five general conclusions were possible from this study: (1) While arguments changed little in the course of the persuasive campaign, changes were evident in the approach used. Only six arguments appeared in the editorial columns of *The Christian Century* opposing diplomatic relations with the Vatican from 1940-1952, (2) Certain events occurring in the course of the controversy served a re-energizing function for the campaign, (3) The periodical reviewed arguments repeatedly to bring readers up to date, (4) The periodical kept its readers abreast of occurring events and used those events to support arguments, (5) *The Christian Century* increased in bitterness as the campaign progressed.

A-0073. Murdock, Betty M. The Speaking of Senator Wayne Morse on "Tidelands Oil." U. of Missouri, Columbia.

In April, 1953, Senator Wayne Morse of Oregon, with other liberal senators, conducted an extended debate on the "Tidelands Oil Bill" opposing Senate Joint Resolution 13. A highlight of this extended debate was a speech by Senator Morse lasting twenty-two hours and twenty-six minutes. The purpose of this "filibuster" was to focus public attention on the submerged lands issue and to force the daily press to print some information on the subject.

Senator Morse's speeches on the Submerged Lands Act reflected the morality of his home training, the legal and historical background of his college training, and the Burkeian aspects of his political theories. Morse agrees with Edmund Burke that the representative should vote his conscience, that a legislative assembly should place the national interest above that of the various constituencies, and that the representative should respect his constituents. Morse considers himself an ethical politician who votes according to the dictates of his conscience. His arguments for the conservation of oil for national defense show that he places the interest of the nation first. Although he was representing a coastal state, he opposed the states' rights arguments.

Morse's educational campaign to place the facts of the "Tidelands Bill" before the voters paid off in subsequent political campaigns in the Northwest, alerted the public to the dangers of the "give-away" of natural resources, and enhanced Morse's reputation.

A-0074. Olmstead, Marvin L. An Analysis of the Argumentation of the Alaskan Boundary Tribunal. U. of Washington.

This study analyzed the oral arguments presented to the Tribunal of 1903 which settled the boundary between Alaska and Canada. The four major steps in the inquiry were: (1) the discovery of the major clashes in the three sets of written cases exchanged by the contending parties, (2) the detailed analysis of the subsequent oral arguments before the tribunal, (3) the evaluation of the tribunal's decisions, and (4) the evaluation of the significance of the oral arguments.

The evaluation revealed that whereas the written cases had delineated the major areas of clash, the oral arguments proceeded to handle proofs more artistically and to extend the lines of reasoning. With conclusive topographical evidence unavailable to either party, the Americans gained advantage in the oral arguments by demonstrating a British inconsistency between claim and evidence. In addition, the United States secured notable advantage on questions of admissibility of evidence and of interpretation of pivotal terms and gained significantly with arguments based upon long control of the disputed strip of land. The parties fared somewhat equally in the clarification and explication of their cases in response to the extended probing by the tribunal members.

This clarification provided a rationale for the tribunal members in their twelve days of private discussion and for the decisions rendered at the end of that time. In the work of the tribunal which had afforded both sides opportunity for full expression of their positions on the boundary dispute, the oral arguments played a significant role through this painstaking clarification of every issue and every proof adduced in behalf of the opposing stands.

Further research on international factors at work in this decision might allow meaningful analysis of the rhetorical situation faced by these speakers who appeared before the Alaskan Tribunal of 1903.

A-0075. Paige, Robert W. An Analysis of the Speechmaking of Jenkin Lloyd Jones. Southern Illinois U.

The purpose of this study was to examine the rhetorical concepts and practices of Jenkin Lloyd Jones as shown by an analysis of selected speeches. The study entailed an examination of Jones's speeches according to the classical parts of rhetoric: invention, arrangement, style, and delivery. Because of their signal importance in his speechmaking, invention and style were given special emphasis.

Since the study evaluated Jones's speechmaking in terms of the classical canons, certain questions were posed in order to determine the characteristics of his rhetoric:

(1) What were the issues with which the speaker dealt?
(2) Were they suitable for the particular audience?
(3) How were the speaker's propositions supported?
(4) What were the elements of style?
(5) What were the characteristics of delivery? and
(6) What were the speaker's organizational methods?

The analysis revealed a rather clear-cut and well-defined employment of the constituents of speechmaking. Jones's ideas were successfully and specifically portrayed through his use of language. The analysis of his rhetoric revealed a clear, concise, and direct style. It was apparent that the most characteristic language quality in Jones's speechmaking was originality. Thus, the language with which Jones couched his ideas was highly instrumental in pinpointing, embellishing, and imparting his thoughts.

Jones's addresses produced a clear picture of a speaker whose speeches most vividly revealed and portrayed important and significant problems existent in contemporary society. His preference for illustration and historical example as supporting materials was evident in all of his speeches, and his idea formulation and development were generally effective and relevant.

Jones's organization illustrated a close adherence to the basic elements of structure necessary for a clear development of thoughts. His speeches contained an obvious introduction, body, and conclusion and revealed a clear statement and emergence of a central theme or purpose. Particularly effective were his conclusions.

A-0076. Parsteck, Bennett J. A Rhetorical Analysis of Fiorello H. La Guardia's Weekly Radio Speeches: 1942-1945. New York U.

The purpose of this study was to perform a rhetorical analysis of selected weekly radio speeches delivered by Mayor Fiorello H. La Guardia to the people of New York City from 1942 through 1945.

This analysis was achieved through a consideration of (1) the development of La Guardia as a speaker, (2) the milieu in which these speeches were presented, (3) the manner in which La Guardia prepared these speeches, (4) a description of La Guardia's oral delivery, (5) the construction and the style of the addresses, and (6) the basic appeals used.

Data were obtained from interviews conducted with Mrs. Marie La Guardia and with aides who assisted the mayor in preparing the broadcasts, from verbatim transcripts, and from recordings of the speeches.

A wide range of subjects was covered by the speeches, including municipal affairs, military and homefront problems of World War II, culinary recipes, and a reading of the funnies to children during a newspaper deliverers' strike. In organizing his radio speeches, La Guardia favored many short divisions, reserving a more formal unity of composition for subjects discussed at greater length or for occasions he chose to commemorate with a radio address.

La Guardia's speaking style was sincere, marked by colloquial highlights and occasional invective, for which the mayor had a penchant. La Guardia empolyed basic rhetorical appeals meaningfully. His close relationship with his listeners, sympathy for their problems, and his own highly publicized image were utilized with skill to convey the speaker's ideas and feelings to his radio audience effectively.

A-0077. Richter, E. Walter. John Wilkes, Parliamentary Spokesman for America. Southern Illinois U.

John Wilkes is one of the most controversial figures of eighteenth-century British history. Saddled with a reputation for profligacy, insincerity, demagoguery, and want of principle, his very real contributions to English freedom—freedom from illegal search and seizure, freedom of the press, freedom of the electors to choose their representatives—largely were minimized by nineteenth-century historians and biographers. Recent reexamination of Wilkes, while not entirely dispelling his reputation, has tended not only to give him a more important place in British history than heretofore accorded him, but has also revealed that he played an important role as model and inspiration for the American revolutionaries. Elected to Parliament four successive times in the period 1768-1769, Wilkes four times was barred by the House of Commons from assuming his seat. From these official rebuffs, Wilkes went on to become sheriff, alderman, and finally Lord Mayor of London. When again reelected to Parliament in 1774, he was allowed to take his seat.

Throughout his public career, Wilkes defended and fought for the rights of the British as expressed in the 1688 Constitution. He viewed the American struggle as part of this fight. Wilkes for many years had maintained correspondence with Americans, including the Sons of Liberty in Boston. When news of the Declaration of Independence reached England, Wilkes was the first member of Parliament to recognize the sovereignty of the new nation.

While he was a highly independent individual given to ignoring tenets of conventional morality, Wilkes seems to have been an ethical man. The supporters of the status quo of his day used his personal foibles in attempts to discredit him. While these opponents were unsuccessful during his lifetime, they left a record snatched up by historians and perpetuated for nearly two centuries. In truth, Wilkes seems to have been what he claimed he was, "A Friend to Liberty."

A-0078. Ross, Chapin. A Historical and Critical Study of the Public Address of James Harvey "Cyclone" Davis (1853-1940) of Texas. U. of Southern California.

James Harvey "Cyclone" Davis' career as a public speaker spanned fifty years of national life, from the agrarian crusades of the 1880's to the depression of the 1930's. Although best remembered as a Populist spokesman, Davis discussed many other issues: prohibition (1900-1920), national preparedness (1913-1918), post-war readjustment and Klahism (1918-1929), and depression problems (1929-1935).

The purpose of this study was to assess the influence exerted by Davis on his contemporary society. The focus was on his public address as an instrument of political persuasion.

Several conclusions emerged from this study. First, audiences and observers consistently rated Davis as a highly successful speaker. Self-taught, he excelled in extemporaneous delivery. He rarely discussed the processes of speech preparation and presentation.

Second, Davis' persuasiveness served a catalytic purpose, helping to condition attitudes toward change. Not always victorious, he altered events by providing opposition to prevailing viewpoints and by ably expounding Populist-progressive ideology.

Third, although successful in organizing a third party, Davis and Populists projected a radical image that polarized many voters against Populism.

Fourth, Populists understandably possessed an agrarian world-view; four-fifths of the American people were farmers in 1890. Davis, though provincial in outlook, searched analytically for answers to socio-economic problems.

Fifth, Davis and Populist colleagues were transitional figures in modern public address. Solitary crusaders who depended primarily on face-to-face encounters, they have been replaced by advocates oriented to mass-media communication.

Finally, Davis was typical of the men who led the agrarian protest. Populist spokesmen developed a pristine rhetoric—simple, direct, honest—reflecting their fears and aspirations.

A-0079. Sands, Helen R. H. The Rhetoric of Survival: From Hiroshima to the Nuclear Test Ban Treaty. Southern Illinois U.

The purpose of this study was to discover the role of rhetoric in the development of nuclear policy from Hiroshima to the Nuclear Test Ban Treaty as shown by an analysis of the various forms of rhetoric used in the formulation of these policies. Considering rhetoric in the broadest sense, as "persuasive discourse," attention was given not only to representative speeches, but to reports, memorandums, testimonies, letters, and statements in various memoirs. Thus the study focused largely upon political, diplomatic, and military fields and attempted to reveal the constant clash of ideas which were so much a part of the overall story of nuclear development.

The study of representative rhetoric during the successive administrations of Presidents Truman, Eisenhower, and Kennedy revealed that the overwhelming majority of men, whether American or Russian, statesmen or soldiers, claimed to be striving for peace above all else. Yet many of their speeches, particularly those in which representatives of the two superpowers offered plans for disarmament, followed an almost predictable formula which was aimed more at capturing the day's headlines than at achieving a settlement to the nuclear arms race.

Thus, it would appear that rhetoric has often been misdirected to achieve favorable propaganda rather than to forestall a nuclear holocaust. Further, it would seem that if diplomats could negotiate with the good of mankind as their primary goal, rhetoric could do much more to insure the survival of men everywhere.

A-0080. Sankey, Robert W. A Rhetorical Study of Selected English Sermons of John Wycliff. Northwestern U.

John Wycliff has long been recognized as an important religious figure of fourteenth-century England; his rhetorical accomplishments, however, are less well-known. The purpose of this study was to investigate the rhetorical practices of John Wycliff as revealed in a selected group of his Middle English sermons.

An examination of the life and influence of Wycliff and the sermon-making typical of his time set the background for the study. A detailed analysis of the organization, content and development, and style of six representative sermons provided the basis for rhetorical evaluation.

It was the writer's concluding judgment that Wycliff's English sermons fall short of the standards which ordinarily define excellence in oral discourse. Their organization is on the whole vague and inconsistent; their reasoning, though at times keen, is often unsupported and even unsound; their style, though usually clear, is for the most part monotonous. It was argued, however, that Wycliff should be recognized not for excellence in specific rhetorical practices, but rather for the redirection of the general orientation of sermon-making. His devotion to biblical truth, his concentration on sequential discussion of the biblical text, and his choice of the vernacular for expression were cited as significant manifestations of his commitment to simplicity and clarity in preaching. In these respects he contrasted the excesses of much of the preaching of his day and he foreshadowed the plain, biblical preaching which characterized not only his own followers, but also many of the later reformers.

A-0081. Schmidt, John W. The Gulf of Tonkin Debates, 1964 and 1967: A Study in Argument. U. of Minnesota.

The following questions were investigated: (1) Why did the Senate reconsider the Tonkin Resolution? (2) What do the debates reveal about Senatorial debating on a foreign policy question?

The study described issues and arguments in the 1964 and 1967 debates and evaluated the degree to which the debates satisfy argumentative principles.

The Senate reconsidered the resolution for several reasons: (1) the resolution was ambiguous; it contained two different propositions, (2) also ambiguous was the affirmative case of 1964, (3) the affirmative assumed presumption and asserted a causal link between the two propositions, (4) in 1964, the Senate failed to clarify the ambiguity, and (5) key Senators based their 1964 poistion on four assumptions which were no longer valid by 1967.

The Executive dominated in 1964. Senators relied upon the Foreign Relations Committee for information and interpretation of the resolution. In 1964, Senatorial debate emphasized the symbolic role of unity during crisis. A crucial issue in 1967 was the role and function of Congress in shaping and evaluating foreign policy questions. The Tonkin Resolution became the tool of a confrontation over powers.

The study included observations regarding characteristics of the debates. The 1964 supporters of the resolution used historical analogies. In 1967 cause to effect dominated the arguments by supporters. Throughout both debates advocates of the resolution accepted the objectives and means of United States policy without question. Opponents challenged these objectives and means. Many Senators failed to perceive any difference between the 1964 and the 1967 debates.

A-0082. Schultz, Beatrice Golder. The Socialist Party Conventions, 1904-1912, and Their Internal Rhetoric. U. of Michigan.

The purpose of this study was to examine the rhetorical efforts of individual delegates and groups of delegates to the Socialist Party National Conventions of 1904, 1908, and 1912, to ascertain whether the decline of the Socialist Party was due in any way to the inability of the Socialists to reach agreement upon policies likely to be attractive to voters and converts.

This study has shown that the outcome of the intraparty debates favored the policies and strategies of the right wing group which had promised a gradual transformation of society. The study also revealed that the delegates used a distinctive language consisting of the key terms derived from Marx. The language of the right wing was more representative of the constructive measures detailed by Marx; the language of the left focused on the Manifesto's call for revolution.

The following interpretations of the decline of the Socialist Party have been illuminated by this study: (1) The delegates failed to reach consensus over how the Socialist state should be achieved largely because of their ambivalences over what kind of party they were building, (2) The failure of the delegates to adjudicate their differences led to a breaking apart of the coalitions which previously had worked together to build a viable party, and (3) The rhetorical efforts of the right wing to build a moderate party with a corresponding loss of revolutionary doctrine brought about a loss of distinctiveness as a socialist party.

A-0083. Shaw, Wayne E. God's Herald: A Rhetorical Analysis of the Preaching of James S. Stewart. Indiana U.

A pastor for twenty-two years before becoming chairman of the Department of New Testament Language, Literature, and Theology at New College, University of Edinburgh, in 1947, and Scotland's best known living preacher, James S. Stewart delivered the Warrack lectures on preaching in Scotland in 1944, and the Lyman Beecher lectures at Yale in 1952. He preached as guest minister in Austrialia, Canada, Spain, Portugal, and South America.

The analysis consisted of a rhetorical biography of the speaker; a description of the religious scene in Scotland during Stewart's ministry; an examination of his sermons including a summary of his method of preparation, major themes, organizational strategy, style, and delivery; a summary of his major activities as Moderator of the General Assembly including a detailed analysis of his moderatorial address; an explanation of his theory of expository preaching; and an evaluation of his preaching.

Determined to make his sermons biblical, Christological, and kerygmatic, Stewart also organized them carefully, invariably arranging main headings in climactic order and usually tapering conclusions from an early emotional peak to a quiet close. Figures of speech abound adding clarity, beauty, and vivid imagery to his ideas. His delivery was extemporaneous, intense, and enthusiastic.

Stewart majored in declaration, not debate. His published sermons and lectures reached beyond their immediate audiences to furnish sermonic models, homiletical theory, and theological content for numerous manuals on preaching. Combining the learning of a scholar with the warmth of an evangelist, his preaching attracted the better educated, especially the biblically literate.

A-0084. Sherman, John. Eric Hass of the Socialist Labor Party: An Analysis of His Advocacy on the Issue of Labor for Four Presidential Campaigns. Southern Illinois U.

Eric Hass was the Socialist Labor Party's editor of its official organ the *Weekly People,* for almost thirty years, and served as its Presidential candidate in four presidential campaigns. The purpose of this study was to discover the advocacy of Eric Hass on the issue of labor as shown by an examination of his speeches and editorials for the 1952, 1956, 1960, and 1964 Presidential campaigns. The study focused around two major questions: (1) What was Hass's position on the issue, labor under capitalism versus labor under socialism? (2) What was Eric Hass's concept of rhetoric? In order to derive comprehensive answers to these questions, the relationship of the S.L.P. to the labor movement and Hass's development as a spokesman for the S.L.P. were first considered.

The answer to the first main question consisted of the following propositions: (a) The worker under capitalism is a commodity, (b) The worker under capitalism is exploited, (c) A class struggle exists between the working class and the capitalist class, (d) The wages system is the cause of poverty, (f) Technological advances (automation) under capitalism threaten workers with unemployment, (g) Private ownership gives the capitalist class despotic control over the industries and over the working class, (h) Present day unions are job trusts, (i) Union leaders are labor lieutenants of the capitalist class, (j) Capitalist unions do not and cannot defend labor, (k) Collective ownership must replace private ownership of the means of production and distribution, (l) Socialist Industrial Union Government is needed to guarantee economic freedom to all Americans.

The answer to the second major question—Hass's concept of rhetoric—consisted of the following ideas: (a) Rhetoric was an important instrument of education and organization, (b) To be educational, rhetoric must base its appeal on reason, (c) Freedom of speech was an important individual right.

A-0085. Shermer, Robert Charles. John Wesley's Speaking and Writing on Predestination and Free Will. Southern Illinois U.

The purpose of this dissertation was to discover the ideas on predestination and free will of John Wesley as shown by a description, analysis, and evaluation of selected sermons and tracts. A survey of the literature on predestination indicated that most of the arguments for predestination were based on passages in either the Old or New Testaments and apparent implications of these passages. The exceptions to this general rule were the non-Christian writers such as the Stoics, the Essenes, Boethius, and Spinoza. Three chief sources of argument for predestination were God's presumably unlimited goodness, knowledge, and power.

The rhetorical criticism in this study included the three levels which are the (1) descriptive, (2) analytical, and (3) evaluative. The primary question that the critic asked about the rhetorical act was: What were Wesley's propositions and support concerning predestination and free will?

The biographical influences on Wesley's thinking on free will and predestination came primarily from his parents, his University experience, and from his reading of theologians and philosophers.

The English audiences of the early Eighteenth Century were usually poor, ignorant, violent, and rural, but by the 1770's were moving to the overcrowded industrial towns.

Wesley's first basic proposition was that man has free will. The summary of the supporting materials indicated that Wesley used definition, explanation, some evidence, some opinion, and much argument, both inductive and deductive, to support his propositions.

A second major proposition in these speeches and tracts was that the idea of predestination should be rejected.

The propositions that Wesley stated were clear and logically supported. The effects of his preaching virtually eliminated predestinarianism in England and made the idea of free will a living premise. Social justice, moral reformation, and freedom of speech for non-political speakers were other important effects of his speaking and writing.

Smith, Alden Clarke. The Reverend Sydney Smith's Theory of Wit and Humor: Origin, Elements, and Applications to His Rhetorical Practice. *See* A-0117.

A-0086. Smith, Craig R. Considerations of Audience in the Speaking at the 1968 Republican Convention. Pennsylvania State U.

The study determined the degree to which audiences were taken into consideration in the speaking at the 1968 Republican Convention. The audiences considered were the delegates and the audiences brought to the occasion by the mass media. The methodology of the study was four-fold. First, those issues deemed important by each audience were listed. Second, the prevalent attitudes toward these issues held by members of each audience were cataloged. Third, six speeches were examined with an eye to the issue-positions it contained. Fourth, the profile of the audiences' attitudes was compared with the positions taken by the speakers.

The examination of the delegate audience disclosed that the group was moderately conservative. It was also found that a vast majority of the delegates were open to persuasion.

The examination of the viewing audience revealed that significantly more than enough voters were open to persuasion than were needed to influence the outcome of the election. The conservative plurality was balanced by an intense and large liberal minority group on each issue.

Governor Evans' Keynote Address was found to be poorly adjusted to these two audiences. Mrs. Priest's speech nominating Reagan failed to gain the attention of the delegates. Governor Shafer's nomination of Rockefeller avoided nonparty issues and centered on Rockefeller's alleged ability to win the upcoming election. Governor Agnew's nomination of Nixon appealed to party and non-party goals.

Agnew's acceptance speech was well-suited to delegates and public alike. The most effective speaker in terms of adaptation was Richard Nixon.

From this analysis of speeches, several strategies for political adaptation emerged.

A-0087. Sullivan, John L. Politics and Personality: The Development of the Counter-Image of Andrew Jackson. Indiana U.

Supporters spoke of Andrew Jackson as an "instrument" sent by the "Creator," "a living instance of the nature and peculiarities" of the American "social and political system." They praised him as "The Hero of New Orleans," "The Second Washington," "Old Hickory," and "Cincinnatus." Both in 1828 and 1832, anti-Jacksonites devoted a significant portion of their campaign rhetoric to counteract the general's charismatic character. This dissertation examined these attempts to develop a negative image of Jackson.

Long campaigns, fierce partisanship, rowdy electioneering techniques, liberalized voting laws, and a polarized rhetoric contributed to image-making. Two contradictory themes dominated anti-Jacksonite propaganda. Opponents characterized Jackson as proud, selfish, insensitive, reckless, and greedy. They depicted him as the murderer of six militia men and as tyrannical King Andrew. Paradoxically, they also saw him as weak, ignorant, and vain, giving rise to the image of "Granny Jackson."

The inability to construct a positive image of their own candidate, lack of coordination, inconsistency, and indecision hampered opposition attempts to counter Jackson's *ethos.*

A-0088. Twedt, Michael S. The War Rhetoric of Harry S Truman During the Korean Conflict. U. of Kansas.

Entering the Korean Conflict in 1950 was the most difficult decision Harry S Truman had to make during his presidential term. The focal point of this study was to determine whether Truman effectively communicated a feeling of strength and leadership to the nation from a rhetorical standpoint. In addition, this writer sought to evaluate critically Truman's choices and decisions as viewed through his war rhetoric.

Major sources were Truman's speech file and those of his speech writers, tape recordings of the addresses, and other materials in the Truman Library, Independence, Missouri.

The methodology used was an adaptation of Lloyd Bitzer's theory of rhetorical situation, along with the rhetorical writings of Anthony Hillbruner, Edwin Black, and others.

An examination of Truman's war addresses revealed that his speeches were primarily defensive in nature, mainly due to the numerous constraints which he faced. His war rhetoric showed a lack of timing and adaptation to the situation and did not follow a consistent pattern during the conflict. Furthermore, he did not effectively use radio and television to reach the general public.

Truman's use of traditional appeals to universal moral principles, his refusal to call the conflict a war, his stand against the absolutist view toward war, and his adherence to the principles of collective security constantly restated America's desire for peace and its determination to resist aggression. However, these appeals did not effectively justify the war to the

American people. Truman's rhetorical themes were moral; the Korean Conflict was not.

A-0089. Veldt, Donald J. Content Analysis Study of Frank Buchman's Published Speeches with Emphasis on Criticism of Major Themes and Persuasive Tactics. Purdue U.

The two general goals of this study were (1) to discover and criticize the ideology of Moral Re-Armament as revealed in the major themes of Frank Buchman's speeches, and (2) to analyze and criticize the functional theory of persuasion revealed through the persuasive language segments used by Buchman in his speeches.

Sixty-four published texts of speeches presented by Buchman between 1932 and 1961 were subjected to content analysis for themes and persuasive language segments. The reliability of the analysis and the validity of the tactic labels were verified by the use of additional analysts on sample speeches from the collection. This analysis revealed a total of fourteen major recurring themes and eleven separate types of persuasive language segments, herein designated "tactics."

Interpretation of the data revealed significant trends in Buchman's use of themes and tactics, and a contingency analysis revealed some direct relationships between specific themes treated and persuasive tactics employed.

Critical evaluation of Buchman's themes revealed his tendencies to overgeneralize and to oversimplify, and his failure to clarify important terms. Comparison with external sources indicated that Buchman's wording and development of themes capitalized on popular political, economic, social, and religious terms.

Critical evaluation of Buchman's persuasive tactics, using criteria selected from contemporary sources, revealed his functional theory of persuasion to be comparable to the questionable or undesirable practices of the advertising industry and other propagandists.

The study included a brief biography of Buchman and a survey of the history, organization, "membership," and influence of Moral Re-Armament.

A-0090. Weaver, Richard L., II. Forum for Ideas: The Lyceum Movement in Michigan, 1818-1860. Indiana U.

The Michigan lyceum movement, "the creature of curious minds and rapid intercourse," flourished from 1818-1860. Justice Augustus B. Woodward organized the first lyceum in Michigan in 1818. His society lasted three years and served as a prelude to the movement in Michigan which included more than thirty-five lyceums.

Determined to build a civilized society, Lewis Cass, Henry Schoolcraft, Douglass Houghton, Lucius Lyon, Major John Biddle, and others established the lyceum movement on a firm foundation in Detroit. Members of the Detroit Young Men's Society from 1832-1882 provided Michigan communities with an example of strong leadership, a well-stocked library, careful selection of debate and lecture topics, and vigorous support by the local newspaper.

On every trail branching out from Detroit, smaller lyceums could be found. In Grand Rapids, in Ann Arbor, in Marshall, in Kalamazoo, and in the villages south of the Territorial Road members maintained a platform for voicing controversial ideas. With stilted vocabularies, awkward phrasing, and poorly delivered common knowledge, lecturers and debaters appealed to the members' intense desire for a cooperative education.

The lyceum existed on a broad scale; it contributed meaningfully to the lives of many outstanding civic leaders; it dealt with most of the current issues of the period; it helped in the founding of libraries and museums; it stimulated education and self-improvement; it encouraged an interest in science; it lasted for more than three decades; and it provided Michigan citizens with a forum for ideas.

A-0091. Wurthman, Leonard B., Jr. Frank Blair: Jacksonian Orator of the Civil War Era. U. of Missouri, Columbia.

According to recent studies concerning the Age of Jackson by Professors Ward of Princeton and Meyers of the University of Chicago, effective political spokesmen for Jacksonian Democracy identified their appeals with the sentiments, beliefs, and values held by Americans of the 1830's. The purpose of this dissertation was to examine the after-rhetoric of the Jacksonian persuasion through a study of selected speeches by Frank Blair of Missouri, a prominent antislavery orator and spokesman for Lincoln's reconstruction policies.

Sources included twenty-five of Blair's major speeches and the Blair family papers. Contemporary values to which Blair appealed were traced in newspapers, periodicals, memoirs, and letters to determine if Blair relied on shared values for effectiveness. Materials on value theory were derived from sources in sociology and cultural anthropology.

Blair employed a symbolic rhetoric that in most instances was far from reflecting reality. While Blair skillfully identified his message with common values, he failed to help reconcile a society rapidly splitting between those who maintained faith in the Jeffersonian myth and those who demanded answers to complex social problems of race adjustment and federal-state relations. In an era when America needed foresight, Blair, true to his Jacksonian heritage, expressed negative goals in the belief that the nation could be restored to the simple and frugal government envisioned by the founding fathers.

RHETORICAL AND COMMUNICATION THEORY

A-0092. Alexander, Dennis C. The Effects of Perceived Source Credibility, Ego-Involvement, and Initial Attitude on Students' Images of the Black Student Union. Ohio State U.

This multivariate investigation was conducted in order to examine the main and interactive effects of three variables upon changes in students' images of the Black Student Union.

Image is defined by Kenneth Boulding as the individual's dimensions of subjective knowledge. Under this assumption, the images which students hold of the BSU at Ohio State University were tested by means of seventy-four adjective word-pairs. Responses to the image test were analyzed for factors and the six strongest factors were used as measures of the images. Each factor became a separate test of an image factor. Students' images were the dependent variables and were assessed in a pretest and posttest.

The concomitant variables in the study were perceived source credibility, ego-involvement, and initial attitude.

The experimental design was a factorial 2 × 2 × 3 design. Using the pretest-posttest scores, an analysis of covariance was used to test differences between the concomitant variables. Differences within a statistically significant cell were subjected to t tests.

Seven hypotheses were formulated in order to examine the main and interactive effects of the concomitant variables. The seven hypotheses were applied to each of the six factors of the image.

Perceived source credibility proved significant on three of the factors. Generally, if the source was perceived favorably, then the images increased their positive loading.

Ego-involvement was found significant on one factor. Students who were lowly ego-involved changed their images in the unexpected direction.

Although initial attitude did not demonstrate significant change as a main effect, it did interact with source credibility. Initial attitude and source credibility were the only variables to show significant difference in interactions. However, other interactions approached significance. Further investigation is necessary to validate these and other related interactions.

A-0093. Barwind, Jack A. The Effects of Varied Ratios of Positive and Negative Nonverbal Audience Feedback on Selected Attitudes and Behaviors of Normal Speaking College Students. Bowling Green State U.

The purpose of this study was to investigate the effects of eighty per cent/twenty per cent ratios of positive/negative audience feedback on perceptual, attitudinal, and behavioral responses of normal speaking college students. The study was based on a theoretical rationale derived from dissonance theory.

Since message discrepancy is one definition of dissonance, disparity between expectations of feedback and the feedback actually received was hypothesized as dissonance producing. Therefore, skilled speakers receiving primarily negative feedback and unskilled speakers receiving primarily positive feedback constituted the dissonance groups.

The results indicated that speakers will resolve dissonance by changing attitudes toward the source of communication (immediate audience) and the speaking situation before they will change attitudes toward self-related variables (topic of speech and experience as a public speaker). Self-concept variables immediately related to the individual were stable and resistant to change. However, as the analysis moved from considerations of real and other self to a conception of ideal self, significant differences were observed for the dissonance groups. Dissonance groups lowered their conception of an ideal self.

The study discovered no significant differences between dissonant-consonant groupings on any of the behavioral variables. However, differences in the amount of dysfluency were observed between positive and negative treatment conditions. Skilled speakers had a significantly higher rate of utterance in comparison to unskilled speakers.

Unskilled speakers changed their attitudes in the direction advocated in their speech significantly more than did skilled speakers regardless of treatment condition.

A-0094. Bock, Douglas G. The Impact of Rating Errors on the Use of Rating Scales in Selected Experiments in Oral Communication Research. Southern Illinois U.

The purpose of this inquiry was to test the impact of leniency, halo, and trait errors in the use of rating scales. Two rating scales were used, a modified Baird-Knower Scale, and a scale developed by the author (the Bock scale).

J. P. Guilford's methods for adjusting rating scale scores by removing leniency, halo, and trait errors were implemented for both scales.

In the area of factor analysis the four-trait Bock scale produced one significant factor (eigenvalues of 1.0 or greater) in the unadjusted condition. In the adjusted condition three significant factors emerged. For the six-trait Baird-Knower Scale, one significant factor emerged in the unadjusted condition, and as many as four emerged in the adjusted condition.

The results of the analysis of variance studies using dogmatism, critical thinking, and persuasibility in one-factor, two-factor, and three-factor combinations suggested that errors affected the studies. When a statistical significance occurred in the unadjusted condition of either scale, it was changed to non-significance in the adjusted condition.

Several findings about the specific errors emerged. For raters using the Bock scale, those who were easy to persuade tended to overvalue all speakers (positive leniency error). Those who were difficult to persuade tended to undervalue all speakers (negative leniency error).

For raters using the Baird-Knower Scale, those with high critical thinking ability tended to undervalue the trait of general effectiveness (negative trait error). Those with low critical thinking ability tended to overvalue the trait of general effectiveness (positive trait error).

The overall results suggested that future rating scale researchers should probably incorporate the adjustments for leniency, halo, and trait errors into their experimental designs.

A-0095. Byker, Donald. Plato's Philosophy of Natural Law as a Key to His View of Persuasion. U. of Michigan.

This study synthesized and analyzed Plato's theory of persuasion. His references to persuasion were weighed within the framework of his natural law philosophy.

A three-part working definition of natural law fit Plato's thought: universal laws exist; men are capable of appropriating these laws; men share a common humanity. Persuasion was defined as a sharing of information that reduces discrepancy between source and receiver.

Plato's belief in natural law led to his teaching that dialectic is the supreme art of persuasion. Since the one-to-one interaction of dialectic can recover men's unshakable awareness of universal laws, erasing discrepancy, it represents ultimate persuasion.

The natural law context yielded a further insight into Plato's view of persuasion. Assuming universal laws, man's ability to appropriate them, and no perversity, Plato urged persuasion as the fitting way to teach men. Either dialectic or the continuous discourse of the true branch of rhetoric might be utilized. Rhetoric could not be the supreme art of persuasion since the knowing source and the learning receiver only reduced discrepancy.

True to his demands in *Phaedrus,* Plato provided a complete persuasion theory. He extensively analyzed sources and receivers. He developed intriguing views on symbolization. He lengthily treated the ends messages should serve. He suggested what kinds of appeals would be effective with the basic types of receivers. He devoted as much attention to channels as could be expected. While discussing and showing persuasion in various matrices, Plato carefully examined situation as well as the interaction of elements in persuasion.

A-0096. Carey, Judith Wallace. Measurement of Audience Response to Persuasive Speeches with an Audience Response Recorder. U. of Illinois.

The purpose of this study was to investigate the usefulness of an audience response recorder as an instrument for measuring audience responses during a persuasive speech. The study dealt in particular with audience responses to intrinsic and extrinsic ethical appeals.

Ninety-six subjects responded to two tape recorded speeches. One speech was an experimental speech with intrinsic ethical appeal as the controlled variable. The other was an actual speech given by James Farmer. Extrinsic ethos was varied for both speeches. The responses recorded for half of the subjects were evaluations of the speaker's competence. The other half of the subjects evaluated the speaker's trustworthiness. The responses of each treatment group were summated and matched with the text of the speech.

The study was designed to answer two basic questions: (1) Is the audience response recorder technically workable?; and (2) Can contributions to the theory of persuasion result from research with an audience response recorder?

The analysis of technical workability lead to three conclusions: (1) The audience response recorder is a reasonably valid measuring instrument, validity was established by comparing the audience response recorder data with semantic differential post-test data, (2) Subjects did use different bi-polar adjective scales discriminately, (3) Subjects did identify and respond to ethical appeals. Subjects identified the following as ethical appeals: personal assertions of competence and trustworthiness, factual evidence, and statements of opinion indicating trustworthiness.

The final analysis led to the conclusion that contributions to theory could result from research with an audience response recorder.

Carlson, Karen A. The Kenya Wildlife Conservation Campaign: A Descriptive and Critical Study of Inter-Cultural Persuasion. *See* A-0055.

A-0097. Clark, Anthony J. A Study of Order Effect in Persuasive Communication. U. of Denver.

The purpose of this study was to test for the existence of order effect in persuasive communication. Four persuasive messages on a controversial social issue were transmitted via videotape to eight groups of experimental subjects. Permutations of message sets were based on pro/con and weak/strong dimensions. Control groups were designed to assess effects of treatment, measuring techniques, and pretesting.

One thousand ninety-one subjects were randomly assigned to conditions through fifty-eight basic speech sections in which they were enrolled. Semantic differential instruments were employed to measure both subjects' attitudes and their evaluations of messages. Group means of semantic differential responses were used as the primary criterion measure.

Implications were generated from seven specific findings. (1) With one-sided persuasive messages, climax order is superior to anti-climax order in producing high audience message evaluation, (2) With two-sided persuasive messages, climax order in the first side followed by anti-climax order in the second side is superior to any other arrangement, (3) Weak persuasive messages are most positively evaluated when they appear in the ordinal position in a set, (4) Weak persuasive messages are more positively evaluated when they appear at either end of a set than when they appear in the middle, (5) Strong messages tend to retain their strength more than weak messages in all serial positions other than the ordinal position in a set, (6) Pro-con arrangement produces higher overall audience evaluation to two-sided presentations than does con-pro arrangement, (7) Prior awareness does not differentially affect audience evaluation of persuasive messages.

Clase, June M. A Comparison of the Responses of Speech Clinicians and Laymen to the Effect of Conspicuous Articulation Deviations on Certain Aspects of Communication. *See* A-0133.

A-0098. Cloer, Roberta K. Emerson's Philosophy of Rhetoric. U. of Southern California.

This study sought to determine Ralph Waldo Emerson's philosophy of rhetoric by answering these questions: (1) On what philosophical foundation was Emerson's rhetorical theory based? (2) What were the basic concepts in Emerson's theory of rhetoric? (3) What did Emerson say in regard to the substance of rhetoric? (4) What was Emerson's theory of audience adaptation? (5) What theory of language and principles of style would Emerson's rhetorical theory include? (6) What did Emerson say with regard to the presentation of a speech?

Emerson's theory of public address may be characterized as a rhetoric of provocation. Emerson did not see truth as something that can be encompassed by the human mind, set down in a book, or defended by logic. It is not an object but a state of mind, an attitude of searching for and listening to the voice within, the voice of God. The preacher-orator cannot communicate truth directly to other men; he can only provoke them into searching for it on their own. The philosopher, orator, or preacher was, for Emerson, "only a more or less awkward translator" of ideas already in the consciousness of his audience. An orator functions as a "divining-rod" to the deeper nature of man, lifting them above themselves and creating within them an appetite for truth.

Felsenthal, Norman A. Racial Identification as a Variable in Instructional Media. *See* A-0005.

A-0099. Fritz, Donald Lewis. The Generation Gap in Current Attitudes Toward Religion. Ohio State U.

In this study, the following hypotheses were tested. (1) There is a pronounced generation gap in current attitudes toward religion, (2) The gap is particularly wide among Roman Catholics and liberal Protestants, and it is less evident among conservative Protestants, (3) A rather large segment of contemporary society does not claim allegiance to any particular denomination, (4) A majority of the members of today's society consider themselves to be religious liberals.

Thirty statements representative of a moderate range of attitudes toward religion were given to a heterogeneous group of 355 subjects for their reaction on a five-point scale ranging from "strongly disagree" to "strongly agree." In addition to their reactions to the thirty statements, respondents were asked to rate themselves on a nine-interval conservative-liberal continuum, and to give their denomination preference, age, and sex.

Religious attitudes of respondents of ages 18-24 were significantly more liberal than those of middle-aged and older subjects. Most conservative of the six age groups was the one composed of respondents of ages 35-44. The oldest subjects were somewhat more liberal than those of middle age. Reactions to the thirty statements by all respondents ranged mostly between "strongly disagree" and "undecided."

Denominational comparisons showed the Catholics and Methodists to be more liberal than the Baptists and Lutherans. Baptists had the narrowest generation gap and Methodists had the widest. Eighteen per cent of the respondents claimed no denominational preference at all.

Results supported hypotheses one and two. Hypothesis three relies on judgment. The fourth hypothesis is not supported by the results. Although respondents scored the tests in a liberal way, they avoided the label when they rated themselves on the attitude continuum.

A-0100. Goding, William E. The Power and Hostility Dimensions of Free Speech Attitudes. U. of Denver.

The purpose of this study was to describe the power orientation, hostility, and powerlessness dimensions of free speech attitudes. Authoritarianism, hostility and internal-external control theories served to conceptualize the problem. Each dimension was considered to have polarizing effects on extreme attitudes. That is, whether persons supported or opposed freedom, each dimension contributed to the holding of more extreme views. Three hypotheses were constructed to test this general assumption.

A standardized interview schedule, incorporating pretested attitude scales tapping each variable, was administered to a population of seventy-five individuals selected by the known groups method. Nonparametric statistics were used to test the hypotheses. In addition, elicited open-ended statements representative of groups with differing free speech views were evaluated for attitude trends related to each variable.

The hypotheses were confirmed with some qualifications. Both high power orientation (pro and con) and high powerlessness were associated significantly with more extreme free speech attitudes (restrictive and permissive). Hostility differentiated extremes from moderates only on the restrictive side of free speech. These results supported the idea that authoritarian attitudes operate on both the ideological right and left.

Among group trends discovered, the following were considered most relevant. (1) Those holding extreme views emphasized blame aspects of free speech issues and focused hostility on both people and events, (2) Those holding moderate views emphasized resolution aspects of free speech issues and limited hostile expression to events. Thus, while left-right free speech attitude content differed, important similarities were found in the ways such attitudes were manifested.

A-0101. Gonzalez, Frank S. Process Evaluation of Oral Communication. Southern Illinois U.

The purpose of the study was to examine the rating behavior of those using a rating system during oral communication. Data were collected by a Student Response System. This electronic device records responses during the communicative act (1) without interruption, (2) with minimal distraction to the respondent, (3) continuously, not just on a given signal, (4) at regular time intervals without the respondent being aware of when his response is being recorded. Ratings made by ten different groups during a television program demonstrated the stability of the methodology.

Rating behavior was analyzed to determine (1) the tendency of process ratings to become more alike or disparate, (2) changes in the process ratings of an individual from his first communicative act to subsequent ones, (3) the correlations between process ratings and post-performance ratings, and (4) modification of an individual's means and variances from one treatment to another.

Speakers were given copies of computer-generated histograms showing mean audience ratings recorded every thirty seconds during communication and a demograph of ratings on post-performance questions.

It was found that (1) process ratings were homogenous from one treatment to another, (2) peer groups generally make different judgments of an individual during each of his communicative acts, judgments of instructors were more similar, (3) there was a high correlation between process and post-performance ratings, (4) individuals with mean ratings in the highest or lowest quarters generally remained in those quarters and had the lowest variances; individuals in the other quarters contributed most to rating changes.

A-0102. Goodyear, Finis H. An Experimental Study of the Motivational Effect of Punishment and Reward Anticipation on the Listening Comprehension of College Students. U. of Texas at Austin.

This study investigated the effects of two levels of reward and two levels of punishment on immediate recall and reflective listening. Rewards were three or ten points added to the subject's semester grade in a speech class for performance above eighty-five per cent, and punishments were three or ten points deducted from the semester grade for performance below eighty-five per cent on the *Brown-Carlsen Listening Comprehension Test.*

Undergraduates at the University of Texas heard a three minute lecture and the tape-recorded test. During the lectures the subjects were told that Dr. Robert C. Jeffrey, the new department chairman, was instituting a listening improvement program and an incentive for maximum effort was being offered. The appropriate incentive was presented to each group. The control group was told that the test was for their own benefit and had no relation to the course or their grades.

Analysis of the data revealed no significant differences among the five groups for immediate recall. For reflective listening, the three-point punishment produced significant inhibiting effects, but the other four groups did not differ from one another. For the total test scores, the three-point reward and the three-point punishment groups were significantly different in range with the control and the ten-point groups approximately midway between.

The study supported two distinct listening skills which are not necessarily equally developed within any given individual.

The results did not support the commonly-held belief that extrinsic motivation facilitates listening comprehension. There was no evidence that reward produced any significant effect and the three-point punishment produced significant inhibiting effects only for reflective listening.

A-0103. Harrison, Carrol F., Jr. The Development of a Descriptive Listening Paradigm. Southern Illinois U.

The purpose of this study was to identify empirical measures which characterize listening comprehension.

Using multiple linear regression analysis, hypothesized factors influencing listening comprehension (reading rate, reading comprehension, paragraph comprehension, vocabulary, and logical reasoning ability) became a predictor set of variables for the criterion value, listening comprehension ($N = 340$). The above factors yielded a proportion of variance equal to .46. Reading rate and paragraph comprehension did not make an independent contribution (.05 level of confidence) to the prediction of listening comprehension. The other three factors were significant predictors ($p < .000$). Scholastic achievement was added as a sixth predictor to the above five factors and the six factor set yielded a proportion of variance equal to .54 ($N = 177$).

Assuming that the sub-scores of a listening comprehension test should predict those factors which it purports to measure, the scores obtained on parts of the *Brown-Carlsen Listening Comprehension Test: Form Bm* were analyzed as a predictor set of variables for the following criterion values: reading rate, reading comprehension, vocabulary, paragraph comprehension and logical reasoning ability ($N = 340$). Recognizing transitions was not a significant predictor for any of the criterion values (.05 level). Immediate recall did not predict paragraph comprehension. Only lecture comprehension predicted reading rate. In the remaining instances the subscores of the *Brown-Carlsen Test* made independent contributions to the prediction of scores representing factors of listening comprehension. A similar analysis was made utilizing the same predictor set of variables for the following criterion values: ACT scores ($N = 177$).

The study offers support to the content validity of the *Brown-Carlsen Test,* defines empirical measures of listening comprehension, and builds a tentative descriptive listening model.

A-0104. Hauser, Gerard A. Description in Eighteenth Century British Rhetorical and Aesthetic Theories. U. of Wisconsin.

This study examined the meaning and importance accorded description as a concept in the rhetorical and aesthetic theories of selected

British writers, 1760 to 1790. With the appearance of Locke's and Hume's speculations on the bases of knowledge, new approaches which stressed the concrete, factual, particular, clear and picturesque as criteria for effective discourse were opened to rhetoricians and aestheticians. These criteria then were absorbed into the eighteenth century's conception of description.

The figures examined were Kames, Campbell, Beattie, Priestley, Blair, and Alison. The procedure was to uncover basic asumptions shaping the theory, the central concepts arising from these assumptions, the circumstances in which these concepts applied, the ends to which they were directed, and the relation of description to these basic assumptions and central concepts.

The study concluded that these writers had a specific, unique, though not formally defined, conception of description. "Description" was used as shorthand for the clear, factual, particular, concrete, picturesque expression of objects and actions. Description's functional significance resides in its capacity to arouse emotions, argue, and incorporate the audience as active coworkers with the artist in the creative process. The importance assigned to description is symptomatic of alterations in rhetoric and aesthetics *per se*. At least three defining characteristics of the language arts are discernible for this period: rhetoric and aesthetics view the psychological state of spectatorship as essential to persuasion and elevation; rhetoric shifts the underpinnings for argument from reason to the senses; rhetoric and aesthetics regard the passions as the springs for action.

Heun, Linda R. Speech Rating as Self-Evaluative Behavior: Insight and the Influence of Others. *See* A-0008.

A-0105. Heun, Richard E. Inference in the Process of Cognitive Decision-Making. Southern Illinois U.

The purpose of this study was to specify the major parameters of inference in the listener's reasoning behaviors of accepting conclusions of arguments in the larger process of decision-making.

Twenty content, attitudinal, and personality components and correlates of inference were investigated for fifteen selected arguments varying in perceived effectiveness. A multiple regression program was used on the IBM 7044 computer. The program measured the significance and amount of the unique variance associated with the hypothesized variables.

The results of the study indicated that the subjects did not perceive theoretically more logical arguments as more "logical" or more "effective." They significantly preferred inductive to deductive arguments and tended to prefer valid over invalid arguments. Speakers generally agreed with listeners as to the effectiveness of the arguments.

Five variables reached or approached significance in half or more of the fifteen selected arguments: perceived effectiveness, perceived logicalness, the implied premises of the argument, the subjects' acceptance of the conclusion, and the anticipated acceptance of the conclusion by the audience.

Several conclusions appear to be warranted from this study. Theoretical development of argument tends to be unrelated to actual reasoning behaviors. Primary components of the psychological acceptance of conclusions are attitudes about content of arguments, structure of arguments, and certain attitude variables. The personality variables studied did not appear to be significantly weighted in the subjects' processing of argumentative materials. The twenty variables studied encompassed the major dimensions of inference and accounted for between seventy and ninety-nine per cent of the variance associated wtih the psychological acceptance of conclusions in communicative argumentation.

A-0106. Jordan, William John. A Psychological Explication of Aristotle's Concept of Metaphor. Wayne State U.

Aristotle's concept of metaphor was explicated by examining Aristotle's works and relevant commentary and relating his observations to current experimental research concerning verbal behavior.

Psychological research tended to confirm and to expand upon Aristotle's concept of metaphor and provided the basis for explaining Aristotle's concept in the following terminology. The basic effect of metaphor is the evocation of new meaning. This is the result of intermediate or mediating responses to the stimulus characteristics of metaphor. Because metaphor is discrepant with the listener's expectations it creates novelty. Perceived novelty results in a state of conceptual conflict in the listener. By mediating the conflict, the listener creates a new response, the new meaning of metaphor.

In constructing new meaning from metaphor, the listener responds in ways which are potentially more advantageous than responses to literal language. When compared to literal language, metaphor seems to be more efficient or evokes meaning more rapidly when it is novel, sensory, and composed of familiar, brief, and meaningful words. Metaphor has motivational value and gives pleasure due to its ability to serve as a verbal reinforcer. Metaphor has the advantage of memorability when it is novel, sensory, and composed of familiar, brief, and meaningful words.

To the extent that psychological research explained, clarified, and updated Aristotle's concept of metaphor, it made that concept more useful to the researcher and practitioner of rhetorical discourse.

A-0107. Kelley, William G., Jr. Thomas Reid's Communication Theory. Louisiana State U.

This study systematized Thomas Reid's communication theory, investigated its philosophical sources, and determined its influence upon rhetoricians of his time. Reid (1710-1796), father of Scottish common-sense philosophy, treated philosophical fundamentals of communication and rhetorical theory.

For Reid, language originated in natural signs: bodily motions, facial expressions, and vocal modulations. Man augmented natural language with words (artificial signs) making covenants regarding their meanings. Language, an ever-improving tool, reflected the mind's operations and influences thought by limiting it.

Reid likened common-sense first principles to axioms and divided logic into demonstrative and probable kinds. He believed that demonstrative logic was often an obstacle to truth and therefore preferred the probable.

Reid's ethics were directly related to language, since artificial signs derived from man's ability to make and keep covenants regarding the meanings of words. Three kinds of principles motivate man: mechanical, animal, and rational. The rational principles regulate the others. Man is inclined to good but is free to will either good or evil and, therefore, is responsible for his acts.

According to Reid, natural language ought to be employed because it makes discourse more expressive. He treated novelty, grandeur, and beauty, and maintained that grammar is grounded in common sense.

Reid treated memory as an epistemological matter and as a kind of evidence. He also discussed the oral cavity, especially the sense of taste, and treated hearing, stammering, and dialect.

Similarities exist between Reid and several rhetoricians. Campbell and Whately shared Reid's notion of common sense, and Blair, Kames, Smith, and Sheridan treated natural language. Channing's concept of language resembled that of Reid also, but causal influence between Reid and others was difficult to affirm.

A-0108. Lahiff, James M. A Survey of College Students' Perceptions and Their Sources of Information About Business. Pennsylvania State U.

This was an empirical, descriptive investigation of college students' perceptions of business and the sources of information they relied upon for information about business. Questionnaires were completed by 1,214 undergraduates attending twenty-eight colleges in twenty different states and Canada.

The study had three purposes: (1) to learn the attitudes of college students toward business, (2) to determine the factors thought by students to comprise a firm's image, and (3) to learn the sources of information relied upon by college students for information about business and to establish a hierarchy of sources on the basis of students' trust.

It was found that college students have a favorable attitude toward business in general. Through analysis of variance it was shown that students did discriminate between specific firms. The midwest was found to be most pro-business and the northeast least so. Majors in science and mathematics were most favorably disposed toward business. Pro-business sentiment was strongest in large colleges, and freshmen and seniors expressed the most favorable attitudes about business.

In determining the images of six specific firms, students were most interested in the firm as an employer. The second component of image was the firm's products. Students expressed little interest in the firm's willingness to accept social responsibility.

Undergraduates cited newspapers as their most common source of information about business. They ranked textbooks as the most trustworthy of the nine sources considered while speakers representing business was ranked eighth. More than one-quarter of the subjects had heard speeches by representatives of business.

A-0109. Lanigan, Richard Leo, Jr. Speaking and Semiology: Maurice Merleau-Ponty's Phenomenological Theory of Existential Communication. Southern Illinois U.

Philosophy and communication theory are intimately related in the existential phenomenology of Maurice Merleau-Ponty (1908-1961).

Merleau-Ponty believed the philosopher was an active agent in the private and public process of human interactions. This existential modality is a synoptic process of perception and expression that is manifest in the dialectic of communication.

In Merleau-Ponty's analysis, language (*langage*) (1) is the essential mode of expression that is capable of description, (2) as part of a *Gestalt*, is "sedimented speech," and (3) plays a role as "existential speech."

The force of Merleau-Ponty's three-step phenomenological method is to advance a theory of existence by examining communication in its dialectic, circular process of perception-expression as the essential phenomena of Being. Such a bold innovation of placing a unitary semiotic theory of knowledge and existence before a human Body-subject *denies* the Cartesian dualism of mind and body. Merleau-Ponty made phenomenology a vehicle for uniting the dualism that preceded him in the theories of existence as, respectively, indirect, direct, and authentic-inauthentic communication. For Merleau-Ponty existential phenomenology has its paradigm in *primordial communication* which is the *Gestalt* of perception-expression as existent phenomena.

Merleau-Ponty's theory is indirectly exemplified in the theory and product of cinematography which acts as a temporal *Gestalt* of the synoptic presence of perception and expression. Film represents a medium that is both perceived and treated as an expression in one phenomenal modality, hence a useful icon for analyzing many of the semiotic constructs inherent in communication as existential phenomenology. Hence, film is used frequently to demonstrate the rather complex interrelationships of Merleau-Ponty's philosophy.

Lokensgard, Maurice Foss. Bert Hansen's Use of the Historical Pageant as a Form of Persuasion. *See* A-0210.

A-0110. Mason, James L. Origen's Rhetoric. U. of Southern California.

Origen (185-254 A.D.) contributed significantly to the "Christianization" of rhetoric. This conclusion was reached by asking: what were dominant characteristics of rhetorical theory and pedagogy from 500 B.C. to 500 A.D.; what influenced Origen's development as a rhetorician; what were his rhetorical precepts; and how did these views relate to major views of his age?

The Alexandrian revitalized rhetoric and adapted the art to making Christian truth persuasive. He held that sound communication depends on knowledgeableness, expressiveness, understanding the audience, and ethical purpose. He differed radically from "second sophistic" rhetoric; it had "lost touch with real life and became a self-centered and independent activity." Origen's rhetoric is consistent with Augustinian views of Book IV, *De Doctrina Christiana,* written 150 years after Origen died. Augustine's work has been credited with beginning rhetoric "anew."

Origen encouraged "the man of God" to "utter what makes the hearer's salvation, . . . self-control and . . . sound conduct." Origen's allegorical method of analyzing Scripture became the way of inventing sermonic subject-matter. It also became a way of organizing the sermon. The pattern—literal, moral, and spiritual meanings of the Scripture—was the standard middle ages sermon arrangement. As the Stoics, Origen maintained the persuasiveness of the simple exposition of truth. Like Aristotle and Plato, Origen said little of delivery. In practice he favored unpretentious presentation and scorned "resonant and melodious" sophistic speeches. Origen recalled the Church to a recognition and use of all learning, including rhetoric, as God's gift.

A-0111. Miller, Keith A. A Study of "Experimenter Bias" and "Subject Awareness" as Demand Characteristic Artifacts in Attitude Change Experiments. Bowling Green State U.

This study tested the extent to which the effect of a communication message (XPE) in typical persuasion experiments is confounded with the effect of "Experimenter Bias" (EBE), or E's unintentional communication of cues of his hypothesis informing Ss how E wants them to respond. EBE is a major artifactual error to the extent that opinion change due to EBE is attributed mistakenly to an experimental message.

Most Ss were exposed to a speech message and all were tested for opinion change toward the message topic. Three experimental variables were manipulated:

(1) direction of change expected by E (4 levels),
(2) mode of communicating cues to Ss (4 levels),
(3) message direction (2 levels).

The design included seven additional control groups (N = 780).

Es expected Ss to change in given directions relative to message direction. For example, one group, exposed to a "con" speech, was expected "to agree" with the message; another group, exposed to a "con" speech, was expected "to disagree" with the message; and so on. Some Ss were not exposed to a message but Es believed they had been exposed.

EBE influence on opinion shifts was as great, often greater than XPE influence. Ss responded in the direction of E's expectancy regardless of message direction and even when not exposed to a message.

When E hypothesized opinion change for Ss, he decreased the probability of that change being other than what he expected. Es can become unwittingly biased prophets through the self-fulfilling prophecy of attitude change hypotheses.

A-0112. Minter, Robert L. A Comparative Analysis of Managerial Communication in Two Divisions of a Large Manufacturing Company. Purdue U.

This was a field case study of managerial communication philosophy, communication attitudes, and communication styles, conducted within two decentralized divisions of a large Midwestern manufacturing corporation, each having contrasting innovative and technological climates. Although the study focused chiefly on first, second, and third levels of supervision within each of the two divisions, data were also collected from division- and corporate-level executive personnel. Seventy-two interviewees participated in the study (sixty-five in both divisions, plus seven executives). Data were gathered by means of semi-structured interviews which included a combination of "open" and "closed" questions, as well as several paper-and-pencil instruments administered during the interviews.

The outcome of this investigation unexpectedly appeared to have as much methodological as theoretical significance. A major finding was that numerous internal inconsistencies existed between structured and free responses. In most cases the structured responses tended to be conventional or socially acceptable, suggesting a "democratic" ideal of organizational and communication climates within each of the two divisions. On the other hand, most of the free responses implied that the over-all communication climate fell considerably short of such a "democratic" ideal. Data also implied that the executive respondents possessed many internally inconsistent views of management and of communication theory; and that whatever theoretical leanings existed, tended to be in either a strong "Theory X" or "pseudo-human relations" direction. Hypothesized differences in communication attitudes or practices, between the two divisions, did *not* emerge from the data in this study.

A-0113. Mitchell, Oscar. The Effects of Listening Instructions, Information and Familiarity with the Speaker on Student Listeners. U. of Pittsburgh.

It was the purpose of this study to investigate the effects of listening instructions on the retention of content material and judgments of intelligibility and speech characteristics of a Black and a White speaker by Black and White listeners.

Small groups of Black and White sixth grade students listened to a single reading of a recorded passage by a sixth grade Black or White speaker. Following the listening session conducted under manner, content, or control instructions, the listeners were asked to assess the intelligibility, speech quality, speech familiarity, and speech acceptance of the speaker and were given an information test on the material heard. Differences between the means for each of the forty-eight sub-groups were determined and tested for significance.

Retention was significant for all listeners under content instructions when compared with manner or control instructions. White listeners' retention was greater than that of the Black listeners. White listeners gave significantly lower intelligibility ratings under manner instructions alone or when compared with content or control instructions. Listeners were not consistently able to detect differences in the speech without knowledge of the race of the speaker. However, White listeners under manner instructions consistently rated the speech of the Black speaker lower in intelligibility and speech quality and indicated more familiarity and acceptance of the White speaker. Black girl listeners were more familiar with the Black speaker. A qualitative analysis of the direction of unfavorable ratings indicated appreciative and depreciative discriminations, progressive discriminations, and directed discriminations.

A-0114. Nelson, William F. An Historical, Critical and Experimental Study of the Function of *Topoi* in Human Information Retrieval. Pennsylvania State U.

Two lines of reasoning were extracted from Aristotle's original account of topoi: (1) *topoi* identify categories within the human conceptual system, and (2) *topoi* assist recall. The lines of reasoning were tested against contemporary knowledge, and it was concluded that people categorize incoming sensory data according to an internalized schema of more-or-less discrete information sets. Each set is hierarchically ordered so that a superordinate term can account for all items associated with its set. *Topoi* represent a near exhaustive list of these superordinate terms and thereby represent places in memory where arguments are stored. Focusing on a superordinate term provides entry into a conceptual category and acts as a stimulus for recalling information.

The notion that *topoi* are functional in recall was tested experimentally. The mean number of responses generated in one hour by subjects using the topical system outlined by Wilson and Arnold was compared with the mean number generated by subjects using free-recall across two levels of concept meaningfulness and two levels of verbal ability. In all cases subjects using a topical system were found to generate more responses than subjects using free-recall.

Ogawa, Dennis M. Small Group Communication Stereotypes and Communicative Behavior of Japanese Americans in Discussion. *See* A-0015.

A-0115. Randolph, Harlan L. The Communication Ecology of Conflict Transformation and Social Change. Ohio State U.

This study was an analysis, from the perspective of communications, of the behavior of cultural groups in conflict situations. It included a review of processes and theories in the fields of communication, conflict, culture, group dynamics, decision theory, cognitive dissonance, psychiatry, sociology, psychology, linguistics, anthropology, philosophy, learning, and cybernetics.

Concepts, interpretations and theories used by scholars and researchers were synthesized into a general system model, The Communication Ecology.

The Ecology is composed of four subsystems: conflict, communications, cultural groups, and natural resources. Each of these subsystems performs specialized functions within a system that has the overall capability of conflict transformation.

Conflict is considered to be (1) a necessary and permanent feature of the system, (2) a fluctuation between asynchronistic and synchronistic relations, (3) an energy source capable of motivating, structuring and directing, and (4) one phase of a cycle which includes conflict-competition-cooperation.

The objective is conflict transformation; the conversion of energy produced in conflict situations into constructive and/or creative behavior. Conflict transformation occurs by means of conflict (1) utilization, (2) transaction, and (3) management.

Communication is viewed as the most significant point of intervention for change and the most useful mediational factor for developing synchronistic relations.

The potential effectiveness of communication is due to its capability to function as (1) an experimental action, (2) an economical means of sharing experience, (3) a method of learning, development and distribution, (4) a form of abstraction and alternatives, (5) a means of interrelating affects-cognition-experience, and (6) an implicit and explicit form of people-to-people interaction.

Richetto, Gary M. Source Credibility and Personal Influence in Three Contexts: A Study of Dyadic Communication in a Complex Aerospace Organization. *See* A-0016.

Ringe, Robert Charles. An Analysis of Selected Personality and Behavioral Characteristics Which Affect Receptivity to Religious Broadcasting. *See* A-0041.

A-0116. Schuelke, L. David. A Factor Analysis of Speech and Communication Attitudes with Prediction by Biographical Information. Purdue U.

Purposes of this study were to derive factor structures of speech attitudes and autobiographical data, and to study the predictive values of the obtained Biodata factors with the Speech Attitude Factors. Subjects used in the study (N = 347) were undergraduates enrolled in the Fundamentals of Speech-Communication course at Purdue University, Calumet Campus.

Data from two speech attitude measures: (a factor-pure form of *Haiman's Revised Scale for Open-Mindedness* with *Knower's Speech Convention Scale* and *Speech Image Scale,* and a disguised-structured projective test, the *Schuelke Communication Attitude Survey*) were subjected to factor analysis, and rotations were accomplished using a varimax criterion. Data from a sixty-five item Biographical Inventory were also intercorrelated and factor analyzed.

An analysis of the fifty-six speech attitude items yielded ten factors with three items or more loading at .35 or higher.

Using a base of five items loading at .30 or above, sixteen Biographical Inventory Factors were also derived in the final analysis.

Factor scores on both Speech Attitude and Biographical Inventory Factors were computed and used as data for a multiple regression analysis to determine prediction of Speech Attitude Factors by Biodata factors.

From the analysis it was shown that (1) two Biodata factors—Interest in Reading and Self-Confidence—were the most consistent predictors of speech attitudes, (2) generally the completion of the fundamentals course did *not* predict speech attitudes, and (3) speech attitudes involved three major dimensions with as many as ten identifiable factors.

A-0117. Smith, Alden Clarke. The Reverend Sydney Smith's Theory of Wit and Humor: Origin, Elements, and Applications to His Rhetorical Practice. U. of Illinois.

The Rev. Sydney Smith (1771-1845) played many roles: Anglican divine; cofounder and contributor to the *Edinburgh Review;* lecturer on moral philosophy at the Royal Institution, London; and author of numerous letters, pamphlets, and speeches supporting reform. Throughout his life he used wit and humor on behalf of reform and for the entertainment of his friends, associates, and himself. Not only a practitioner of the comic, he also analyzed its nature and function. The purpose of this study was to reveal his theory of wit and humor, ascertain its probable origin, and determine its significance to his own practice.

Sydney Smith's theory, as found in his lectures on moral philosophy and other of his writings, was quite broad and reflected many British concepts of the eighteenth century. At the time Smith wrote and lectured, the neoclassical insistence on a comic of censure was making way for the romantic allowance of a wit and humor based on acceptance and appreciation, a development fostered by such Scottish philosophers as George Campbell, Alexander Gerard, James Beattie, Dugald Stewart, and Thomas Brown. Even though Smith's theory was eclectic, certain of his observations posit him a disciple of the Scottish school: his emphasis on pure surprise; his inclusion of the feeling of admiration or pride at discovering unexpected relationships between ideas; and his allowance for innocent laughter and the importance given to humor.

Smith contributed two unique observations to the theory of the comic: first, his method of distinguishing between wit and humor, wit being described as discovered connection (or congruity) and humor as discovered incongruity; and second, his explanation of the method of *reductio ad absurdum* as a persuasive device of ridicule. Although not a major contributor to the development of new theory, Smith played an important role in the popularization and general promulgation of the romantic interpretation of the comic as taught by the Scottish philosophers.

A-0118. Titchener, Campbell B. A Content Analysis of B-Values in Entertainment Criticism. Ohio State U.

This study was designed to determine if entertainment writing, or critical writing, is essentially the same regardless of the type of creative effort being considered, and if certain critical standards could be isolated and categorized. The methodology was based on the ideas of Malcolm S. MacLean, Jr., William Stephenson, George Kelly, and Abraham H. Maslow, whose B-Values were adapted for an instrument of analysis. This instrument, consisting of sixty-eight statements pertaining to entertainment criticism, was applied to eighty-five published reviews of art, sculpture, architecture, dance, music, theater, film, radio-television, and literature.

The results were analyzed factorially. Four factors were identified and described. The first factor, The Artistic Factor, represents an artistic, tasteful, pleasant experience written about by an intelligent, knowledgeable writer. The second, The Critical Factor, represents an article written by a veteran, professional writer who gives his readers experienced and knowledgeable advice. The third, The Event Factor, is characterized by the presence of such constructs as pain, warmth, humanness, wholeness, and reflectiveness. The fourth, The Novelty Factor, is characterized by ingenuity, originality, differentness, nerve, adaptability, and entertainment.

It was determined that the various arts transcend all four factors. It is accepted that critical writing is essentially the same regardless of the creative effort being considered. Yet, the existence of the factors makes it difficult to say that all such writing is essentially the same. In terms of recognizable standards, the factors themselves can be regarded as standards to be recognized and evaluated in critical writing.

A-0119. Warren, Irving D. A Descriptive Study of the Communication Activities of Department Heads in a Midwest Hospital. Wayne State U.

The purpose of this study was to measure the typical communication activities of ten department heads and to determine whether there were significant differences in the communication behavior of subjects perceived as "successful" communicators versus "less successful" communicators, "successful" department heads versus "less successful" department heads, and "well liked" subjects versus "less liked" subjects.

The research was carried out through four basic procedures: (1) work sampling of the department heads' communication activities, (2) a semistructured interview, (3) ranking of the department heads' communication ability by peers and ranking of their administrative effectiveness by superiors, and (4) sociometric measures of the department heads by peers.

The department heads spent a predominant amount of their time (eighty-eight per cent) in some sort of purposeful verbal communication. They were primarily oriented toward face-to-face contacts (seventy-nine per cent of the total) and communicated mostly downward (thirty-four per cent of total contacts).

Other results indicated that (1) Generally, subjects were not able to reliably estimate the number of communication contacts they had with peers in a month period, particularly if the contacts were frequent; (2) Subjects most frequently perceived effective communicators as being "precise" and "concise" and having "the ability to see the other person's point of view"; (3) There was a statistically significant relationship between subjects' communicative effectiveness rankings by peers and their administrative effectiveness rankings by superiors; (4) Significant variations among frequencies for subjects as communicators and department heads were found to be the result of individual work responsibilities and communication patterns.

A-0120. Weedon, Jerry L. Philosophy as a Rationale for Rhetorical Systems: A Case Study Derivation of Rhetorical Cognates from the Philosophical Doctrines of John Locke. U. of California, Los Angeles.

This dissertation explored the assumption that rhetorical systems are explicable ultimately in terms of basic thought systems. Treating a "thought system" as a coherent set of assumptions about human nature, epistemology, aesthetics, logic, and morality, these categories in the philosophy of John Locke were examined. From these, a program of rhetorical procedures and sanctions (reflecting the coherence of the parent system) was derived.

Fundamental to Lockean rhetoric is man's "natural reason." Depending heavily upon visual perception as a model for explaining cognitive processes, reason is regarded in part as the power to "see" agreements and disagreements among ideas. Discourse must correspond with the requirements of the "mental eye," and these requirements extend into such disparate avenues of rhetoric as metaphor, opinion evidence, and argumentative structure.

Moreover, rationality is regarded as man's potential to achieve harmony between this relational power and his basic egoism, a harmony which is at once moral, prudent, dispassionate, and motivationally efficacious. This harmony is made possible when proposals are linked to the moral law (to which is affixed the *greatest* final pleasure possible), and man's passion is thus both advanced and constrained by relational determinations and simple computations.

There are also significant rhetorical consequences in Locke's account of synthetic knowledge. His ambiguous "mirror" theory of perception and idea formation, for instance, proved a useful instrument for probing his "plain style."

The interaction of philosophical and rhetorical concepts was explored in depth over a wide range of heterogeneous materials, suggesting both the contingent and ultimate nature of rhetorical principles.

A-0121. Wheeless, Lawrence R. An Experimental Investigation of the Persuasive Effects of Time-Compressed Speech. Wayne State U.

Three studies were conducted to determine the persuasive effects of time-compressed speech. Measuring instruments were purchase-order forms and semantic differential type scales on authoritativeness, character, and attitude. Independent variables were rate of presentation, sex of source, and experimental setting (group, individual). Equivalent recordings by one male and one female speaker of a message designed to sell a "how-to-study" booklet were produced.

The sample of 342 Ss was assigned to twelve experimental groups (twenty-six Ss each) and to one control group (thirty Ss). Study I compared control group to normal rate (145 wpm) experimental groups. Study II compared experimental groups to determine the effects of rate (normal, thirty per cent compressed, forty per cent compressed, fifty per cent compressed) and sex of source inductions. Study III compared eight experimental groups to determine the effects of rate (normal, fifty per cent compressed), sex of source, and experimental setting inductions.

Analysis of variance, *t*-ratio, and chi square were used to analyze data.

The attitude mean and frequencies of purchases were significantly higher for experimental groups than for the control group. In studies II and III no significant differences in attitude means or frequencies of purchases were observed between sex of source or among rate of presentation conditions. The authoritativeness and character means were significantly higher for normal rate than for time-compressed speech. The authoritativeness mean was significantly higher for the male source than for the female source. Attitude, authoritativeness, character, and frequencies of purchases were significantly higher for individual than for group experimental settings.

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A-0122. Andrues, James W. An Experimental Investigation of Visual Closure in Selected Severely Hard-of-Hearing Subjects. U. of Washington.

This study was concerned with the ability of many people to speechread with a high degree of accuracy, in spite of the fact that the production of many of the sounds of speech is not visible. It was hypothesized that severely hard-of-hearing "good" speechreaders and "poor" speechreaders might demonstrate significant differences in visual closure ability.

Thirty *Ss* were utilized who met selection criteria for age, intelligence, hearing sensitivity, language ability, reading ability, vision, and physical status. Fifteen *Ss* were assigned to the "good-speechreaders" group and fifteen were assigned to the "poor-speechreaders" group on the basis of their performance on a filmed lipreading test.

Six visual closure tests, three for closure flexibility and three for closure speed, were administered to the *Ss*.

The raw data were transformed to standard (*T*) scores and summated to provide group scores for closure flexibility, closure speed, and the complete closure battery. The group data were then submitted to a two-factor, repeated-measures analysis of variance. The results revealed no difference between groups for closure ability and no difference between closure flexibility and closure speed within groups.

It was suggested that two alternative conclusions could be drawn from the results. First, speechreading and visual closure abilities are not correlated. Given that conclusion, language redundancy and predictability factors might provide an explanation for the ability to accurately speechread visually incomplete words. Second, speechreading and visual closure abilities may be related in a manner not demonstrable within the design of this study.

A-0123. Beck, Robert N. Syntactic Abilities of Normal, and MR Children of Similar Mental Age. U. of Kansas.

The purpose of this investigation was to compare the syntactic abilities of institutionalized MR children and those of normal children of similar mental age (MA).

The children selected as subjects had correct articulation of the final phonemes used morphologically to indicate number and tense. To minimize the effects of extended institutionalization or of gross retardation, the youngest institutionalized MR children with the highest levels of measured intelligence were selected as subjects. Eighteen normal subjects were matched to these educable mentally retarded (EMR) subjects on the bases of sex, race, and non-verbal MA.

Each subject performed three tasks: imitation, comprehension, and production of syntactically correct grammatical constructions. A factorial analysis of their scores indicated that normal subjects performed significantly better than the MR subjects, both overall and on their syntactic imitation and production. The normal subjects performed significantly better on the imitation and comprehension tasks than on the production task. There were no significant differences between the performances of the sexes or within the MR subjects' performances on the three tasks. No significant qualitative differences were found between the normal and MR subjects' syntax.

It was concluded that there are quantitative but not qualitative differences between the syntactic abilities of institutionalized EMR children and those of normal children of similar MA. This would indicate that these MR children learn language in the same manner as normal children but at a rate slower than would be inferred from their mental age.

A-0124. Bellamy, Martha M. The Acquisition of Certain English Morphological Inflections by Children Four to Six Years of Age from Advantaged and Disadvantaged Socioeconomic Groups. U. of Texas, Austin.

The study compared the acquisition of the following morphological inflections by sixty-seven children four to six from advantaged and disadvantaged backgrounds: (1) the plurals and possessives of nouns; and (2) the past, progressive, and third person singular present tenses of verbs. Both comprehension and production were examined.

In the production phase children were asked to provide the inflected form of nonsense words when the uninflected form was provided (forward formation) and to supply the uninflected forms of nonsense words (and other inflected forms of verbs) for both nouns and verbs when the inflected form was provided (back formation).

In the comprehension phase children picked one of two pictures to fit a supplied inflected nonsense form and chose one of two supplied inflected nonsense words to fit a picture.

The results indicated (1) males and females of the same age and socioeconomic group did not differ significantly in their performance, (2) the /Id/ allomorph of the past and the /Iz/ allomorph of the present, possessive, and plural were more difficult for the subjects to handle than the other allomorphs, (3) socioeconomic status did not affect comprehension of the differences in meaning transmitted by morphological inflections, but did affect the mastery of productive morphological skills, (4) in the back formation tasks the children did not analyze the supplied stimulus as (stem + inflection) but simply affixed additional inflections to the supplied form, and (5) children of different socioeconomic groups used highly dissimilar rules to produce morphological inflections.

A-0125. Berman, Marilyn S. An Experimental Study of Measures of Perturbed Speech. U. of Michigan.

Studies in speech intelligibility have been constrained by two significant limitations. First, there has been no model available which could predict the result of any alteration in a communication system. Second, the conventional measure of per cent correct is inadequate in that it deals with only some portion of the data and is variably influenced by subjetct response bias, and in other significant ways. This study offered a model of the speech communication process removing both limitations. The model was generated from a cross-fertilization of statistical decision theory and information theory. An experimental testing of the model and the validity of its metric was undertaken. Four trained subjects responded to frequency filtered speech samples in noise from two message sets. The first contained twelve single words and the other was comprised of thirty-six three-word sequences from the same lexicon.

A priori predictions for the previously untested sequences were based upon the obtained d', a measure based on signal detectability, for single words and the change in energy. The model successfully predicted the rank order of scores on sequences and the data suggest a systematic decrease in the efficiency with which observers can use additional energy in the signal.

A posteriori relations between scores on single words and on sequences were obtained using percentage correct scores and a measure, $\hat{T}/H(x)$, derived from information theory. The relations showed that $\hat{T}/H(x)$ accounted for more of the variance about a "best-fit" line than did the percentage correct score.

A-0126. Bown, J. Clinton, Jr. The Extent That a Battery of Auditory Perceptual Tests Measure General and Specific Listening Skills; and the Degree the Profile Meets Standards for Measuring Devices. U. of Utah.

The purpose of this study was to discover the extent to which a varied collection of standardized and partially standardized auditory perceptual tests such as word and syllable discrimination, memory span, listening comprehension, listening accuracy, auditory word analysis, auditory word synthesis, and auditory closure measure general listening ability as well as specific abilities in elementary school children. The subjects were fifty normal white second grade children (twenty-five boys and twenty-five girls), chosen from a middle-class environment. The auditory tests were administered by three qualified speech pathologists. The following conclusions appear justified. (1) Individual subtests did not duplicate the function of other tests to an important degree. (2) All subtests were significantly related to total profile. (3) Total profile internal consistency reliability was high. (4) Present internal consistency reliability data for the subtests, coupled with previous data on test-retest and/or internal consistency, indicated that the subtests can be utilized as components for diagnostic evaluations as well as for a composite score from a battery. (5) Sex differences had no effect on test scores. (6) Total profile and subtests had little predictive value with regard to school achievement. (7) It appeared that the aspects of intelligence measured by a listening comprehension test had little influence upon the test scores. The compressed variability of listening comprehension scores seemed to indicate that the majority of the children were from the "normal" intelligence range. (8) The total auditory profile appears to be suitable in terms of length and ease of presentation.

A-0127. Brown, William S. An Investigation of Intraoral Pressures During Production of Selected Syllables. State U. of New York at Buffalo.

Variations of intraoral air pressure during speech production may be due to the resistance created by the tongue to respiratory air flow. One indicator of tongue resistance is the pressure which the tongue exerts against other oral structures during speech. The purpose of this study was to obtain simultaneous recordings of intraoral air pressure and lingual pressure to aid in determining if a relationship does exist between these two intraoral pressures. Nine young adult males repeated CV, VCV, and VC syllables containing the consonants [t], [d], and [n] in combination with the vowels [i], [u], and [ɑ]. Each combination was repeated at three utterance rates and at three relative levels of each subject's total intensity range. Air pressures were sensed by a polyethylene tube carved to fit around the premaxillary arch and connected outside the mouth to a differential pressure transducer. Tongue pressures were sensed by a strain gage transducer placed in an acrylic palate lingual and superior to the central incisors. Signals from both transducers were amplified and recorded on a Dynograph recorder. Comparisons of the data obtained for the two intraoral pressures indicate a relationship does exist between them. This relationship is manifested mainly in the fact that intraoral air pressure variations are only in part influenced by tongue contact and/or tongue constriction. Furthermore, interpretation of the data suggests that activity of other speech structures contributes to differences in intraoral air pressure, *i.e.*, activity of the respiratory, laryngeal, and articulatory mechanisms.

A-0128. Brunt, Michael A. Auditory Sequelae of Diabetes. U. of Kansas.

Varied studies had suggested hearing loss related to diabetes. None of these investigations, however, utilized control non-diabetics; neither did they sample auditory function on a wide range of audiological tests. Therefore, a comprehensive study was done utilizing a battery of nine tests composed of pure tone audiometry, Bekesy audiometry, the *SISI Test, SRT Measures,* speech discrimination measures (W-22's and *Rush Hughes Lists*), an intracranial localization test, the *Owens Tone Decay Test,* and a central hearing test *Katz SSW*. Eighty subjects were used: forty diabetics and forty non-diabetic controls. Twenty diabetics were on insulin, while twenty were dependent on diet and oral antidiabetic drugs to control their diabetes. The control subjects were matched to the diabetics on the basis of age, sex, and race. All were evaluated individually and three blood samples were drawn from each subject over the course of the testing session. The blood samples for the diabetics on oral medication and their controls constituted a glucose tolerance test.

Preliminary findings suggested no relationship between blood sugar level and results on any of the audiological measures. The diabetics as a group did somewhat poorer on all tests than their matched controls. They were significantly poorer on the *Owens Tone Decay Test,* the intracranial localization test, and the *Rush Hughes Speech Discrimination Test.* Overall results, especially with reference to the latter three tests, suggested that diabetics as a group are more prone to hearing problems and, more specifically, to changes in auditory function beyond the cochlea.

A-0129. Buxton, Lawrence Franklin. An Investigation of Age and Sex Differences in Speech Behavior under Delayed Auditory Feedback. Ohio State U.

The purpose of this study was to ascertain the presence of age and sex differences in speech behavior under delayed auditory feedback. Fifty speakers with normal hearing were divided into five age groups: 4 to 6, 7 to 9, 10 to 12, 20 to 26, and 60 to 81 years old. There were five males and five females in each age group. Each subject repeated five five-syllable sentences under seven randomized conditions of auditory feedback: .00, .10, .20, .30, .40, .50, and .60 second. The five five-syllable sentences contained varying length appending clauses for the five age groups of speakers. The criterion measures employed in the study were correct syllable interval, syllable interval, and number of nonfluency disturbances.

The delay in auditory feedback producing maximal disruption of speech varied with the chronological age of the speaker. The delay in auditory feedback producing maximal disruption for the measures of correct syllable interval and syllable interval was .60 second for Group I, ages 4 to 6; .60 second for Group II, ages 7 to 9; .20 second for Group III, ages 10 to 12; .20 second for Group IV, ages 20 to 26; and .40 second for Group V, 60 to 81 years. The duration of the delay in auditory feedback producing maximal disruption of speech became shorter with the increasing chronological age of the speaker, within the age range of 4 to 26 years old.

Younger children, ages 4 to 6, were affected more by delayed auditory feedback, for all conditions of delay, than older children, ages 7 to 12, adults, ages 20 to 26, and older adults, 60 to 81 years old. Males and females of similar age groups did not appear to be affected differentially by delayed auditory feedback for conditions of auditory feedback, ranging from .10 to .60 second.

A-0130. Carpenter, Robert L. A Study of Acoustic Cue Discrimination Abilities of Aphasic, Brain-Damaged Nonaphasic, and Normal Adults. Northwestern U.

Consideration of the very specific, highly learned acoustic discriminations which must be made for certain types of phoneme recognition led to the hypothesis that comprehension problems experienced by some aphasic individuals might be due to an inability to discriminate acoustic cues known to be important for recognition of distinctive features of phonemes. To explore this hypothesis, aphasic, brain-damaged nonaphasic, and normal adults were tested on a battery of auditory discrimination tests.

Two types of auditory discrimination tests were used. The first, four subtests from the *Seashore Measures of Musical Talents,* examined ability to discriminate several basic attributes of sound, such as pitch, duration, timbre, and temporal pattern. The second, the *Discrimination of Acoustic Cues Test* (DACT), explored ability to discriminate minimally-paired words which differed by one acoustic cue. The important distinction between these two measures was that the Seashore involved discrimination of elementary acoustic stimuli whereas the DACT involved discrimination of minimal-pairs of spectrum patterns differing by a single acoustic cue.

In seven of fifteen aphasics studied, the speech comprehension deficit was accompanied by a specific auditory discrimination defect of a type which might impair phoneme recognition and, as a consequence, speech comprehension. Moreover, aphasics did not suffer a generalized reduction in their ability to utilize acoustic cues, but rather their disabilities were significantly limited to discrimination of temporal cues. Aphasics, brain-damaged nonaphasics, and normals did not differ on the Seashore battery or on the DACT subtests in which only frequency cues were manipulated.

A-0131. Carrier, Joseph K., Jr. A Program of Articulation Therapy Administered by Mothers. U. of Pittsburgh.

The purpose of this study was to investigate the effectiveness of a program of articulation therapy administered by mothers at home. Twenty children with articulation disorders were divided into two matched groups. All subjects received clinic training in isolated sound imitation for one of the phonemes not correctly articulated. The mothers of the experimental group were trained in the use of an operant based articulation program that had been developed for this study, and the mothers of the other group were instructed to show their children how to say words with the assigned sound when they heard the child make an error.

Results indicated that (1) word articulation did not improve following isolated sound imitation training, and (2) the experimental group improved more than the control group on all measures used when mothers were working with their children at home.

It was concluded that (1) isolated sound imitation training cannot be expected to affect articulation test performance, (2) mothers can administer effective articulation therapy, (3) experimental subjects generalize the taught phoneme to untaught contexts, (4) experimental subjects generalize to correct articulation of some untaught phonemes; and (5) there appears to be some generalization to conversational usage of taught phonemes.

Although this program of articulation therapy seemed to be an effective vehicle for teaching the responses it was designed to teach, it was recognized that other factors such as the increased attention, time spent on speech, or possible mild punishment of control subjects, could have been operating to influence these results.

A-0132. Carter, John F. A Linguistic Feature Study of Aphasic Responses to a Free Word Association Task. U. of Maryland.

The purpose of this study was to determine if free word association responses would differentiate semantic aphasic and syntactic aphasic subjects as categorized by *The Language Modalities Test for Aphasia* (Wepman and Jones, 1961) on the basis of various linguistic features. The word association stimuli consisted of one hundred items selected by Taylor (1966) from the Palermo and Jenkins (1964) list of free association stimulus words. Responses to these stimuli were utilized to determine if the two groups could be differentiated on the basis of pre-response verbalization, pre-response verbalization reaction time, final response reaction time, response commonality, and response categorization.

Fifteen semantic and fifteen syntactic aphasic subjects were selected from the aphasic population of five hospitals and one university speech clinic. The response data for the two groups were presented to a General Electric 420 computer for analysis.

The results of this investigation demonstrated that the incidence of pre-response verbalization and final response reaction time for nouns, pronouns, adjectives, and conjunctions significantly differentiated the semantic aphasic from the syntactic aphasic subjects. These differences are in agreement with Jakobson's theory regarding a similarity-contiguity dichotomy in aphasia. Both groups gave low commonality responses with greater frequency than high commonality responses within all grammatical form classes. The most popular response given by both groups to the word association test was to give no response. For both groups, the frequency of occurrence of homogeneous responses for grammatical form classes is similar to that reported for normal adults, only at a reduced level.

A-0133. Clase, June M. A Comparison of the Responses of Speech Clinicians and Laymen to the Effect of Conspicuous Articulation Deviations on Certain Aspects of Communication. State U. of New York at Buffalo.

The purpose of this study was to determine whether deviant articulation interferes with communication, is negatively evaluated, and is responded to differently by clinicians and laymen.

The experimental conditions consisted of the same persuasive speech tape-recorded by a speaker with normal speech, a speaker with a mild articulation defect, one with a moderate articulation defect, and one with a severe articulation defect. Each speech was heard by a different group, each composed of five randomly assigned clinicians and five randomly assigned laymen. Scores were obtained on instruments designed to measure attitude change, comprehension, perception of speaker credibility, speaker social acceptability, articulation, and need for improving articulation. Comparisons were made among the groups and between clinicians and laymen. Non parametric tests of significance were used.

The results indicated that (1) deviant articulation did not interfere significantly with attitude change or perceived speaker credibility, but interfered significantly with listener comprehension, (2) deviant articulation was negatively evaluated, influencing the perception of the speaker's social acceptability, the evaluation of the speaker's articulation, and the judgment of the speaker's need to improve articulation, and (3) clinicians and laymen did not differ significantly in the amount comprehended, perceived speaker credibility, perception of the speaker's social acceptability, and evaluation of articulation, but differed significantly in the amount of attitude change and judgment of the speaker's need to improve articulation.

A-0134. Costello, Janis M. The Effects of Social Stimuli on Verbal Responses of Adult Aphasic Subjects. U. of Kansas.

The purpose of this experiment was to study the effects of social stimuli (verbal praise or disapproval) on a picture naming or single word reading response of adult aphasic subjects.

Seven subjects were seen individually by the experimenter. The basic experimental conditions were (1) Baseline, during which the subject responded to the task stimuli, but the experimenter presented no social stimuli, (2) Non-differential Condition, during which the experimenter praised all responses, (3) Contingent Condition, during which the experimenter praised only correct responses, (4) Negative Contingent Condition, during which the experimenter immediately disapproved each incorrect response; and (5) Extinction, during which the subject continued to respond, but no social stimuli were delivered.

Single subject data analyses produced the following results. First, the Non-differential Condition produced a decrease in percentage of correct responses. Second, the effects of the Contingent Condition were inconsistent. When the Contingent Condition followed the Non-differential Condition, the effect was minimal; but when it followed other conditions, it tended to increase percentage of correct responses. The Negative Contingent Condition facilitated an increase in percentage of correct responses. Third, subjects made more nearly correct responses to stimuli which were presented only once than to forty stimuli which were presented repeatedly throughout an experimental session. Fourth, frequency of correct responding was not altered by allowing a subject to respond repeatedly to the stimuli without experimenter intervention. Fifth, further manipulations indicated that programming of antecedent events appeared to effect increases in frequency of correct responding.

A-0135. Dreyer, Dorothy E. Listening Performance Related to Selected Academic and Psychological Measures. Michigan State U.

This study was concerned with the identification of the components of listening and with the ability to predict listening performance. Many previously identified components of listening were included in this study, such as reading comprehension and measures of academic achievement. A psychological measure was included to ascertain whether specific psychological factors were related to listening performance.

The *Sequential Tests of Education Progress-Listening* and the *California Psychological Inventory* were administered to sixty college students. The results of the *College Qualification Tests* and the *Michigan State University Reading Test* were obtained from university records. The data were submitted to Pearson Product Moment Correlation analysis and to a Least Squares Regression Program to determine inter- and multiple relationships.

Results indicated that listening comprehension and reading comprehension were highly related. Listening performance was also highly related to measures of scholastic aptitude. Results of the psychological measure indicated that the psychological integrity of the individual appeared to contribute to listening performance. It was possible to maximize the prediction of listening performance by the use of several measures. A combination of reading comprehension, "Self-acceptance," and "Achievement via Independence" allowed a more precise prediction of the criterion than did any single predictor alone. The *Sequential Tests of Educational Progress-Listening* was not solely a measure of listening comprehension since almost fifty per cent of the variance explained by the measures was explained by factors related to intelligence. It was concluded that much basic research is needed to identify the listening function in a meaningful manner.

Abstracted by LEO V. DEAL

A-0136. Earle, Floyd Eugene. Acoustic Aspects and Intelligibility of Vowels Produced by Partially Glossectomized Speakers. Ohio State U.

The frequencies and relative amplitudes of formants of highly intelligible vowels produced by normal oral mechanisms frequently have been examined. However, the spectra of vowels produced by partially glossectomized post-operative cancer patients have not been studied.

The measurements of the frequencies, relative amplitudes, and bandwidths of the formants of five samples of twelve vowels produced by twenty-three speakers with surgically changed oral mechanisms were reported in this study. The data were analyzed for possible systematic relationships among the same vowels and different vowels, and the spectral analyses were related to the intelligibility of the recorded vowels.

The intelligibility was assessed by ten speech pathologists using a closed message response form for the vowels [i], [ɪ], [e], [æ], [ɑ], [ɔ], [o], [ʊ], [u], [ʌ], and [ɝ]. The spectral analyses were performed by means of a Bruel and Kjaer Continuous Frequency Analyzer and the data were used as the basis for intra-vowel descriptions, inter-vowel descriptions, and the plotting of the first formant against the second formant of each vowel.

Conclusions drawn from the data follow. First, the center frequencies of the formants were usually recorded as harmonics of the fundamentals. Second, each vowel showed a relationship in the formants which was unique to that vowel. Third, different vowels showed systematic differences from one to another. Fourth, vowels produced by partially glossectomized speakers vary in their spectra from one vowel to another; however, they are typically highly intelligible and, at least with regard to the center frequencies of the formants, do not differ from ones spoken by normal speakers. Fifth, vowels produced by partially glossectomized speakers contained fundamental frequencies and formants that varied in relative amplitude. However, no consistent relationship could be noted for all samples of a single vowel. Sixth, the first formant and second formant of the vowels produced by the experimental subjects of this study yield insufficient information to account for the intelligibility of the vowels.

A-0137. Ediger, Loyal D. The Effects of Knowledge of Results on Recognition Thresholds of Adults Using Verbal Stimuli. U. of Utah.

The purpose of this study was to evaluate whether improvement in performance in an auditory perceptual task involving verbal stimuli is commensurate with the extent of information given regarding performance. An objective was to obtain information relevant to training in aural rehabilitation.

Subjects were thirty, adult, normal-hearing male and female university students. Test stimuli consisted of single words presented within a background of white noise. A four-alternative forced-choice threshold-tracking procedure was employed. Intensity levels of stimuli were raised or lowered to conform to threshold changes by subjects and their threshold changes comprised study data.

Data analysis using the Kruskal-Wallis one-way analysis of variance revealed that (1) subjects receiving elaborate immediate information regarding their performance by means of lights did not achieve significantly greater improvement in recognition thresholds than subjects receiving no knowledge of results, (2) subjects receiving immediate right-wrong information regarding their performance by means of lights did not achieve significantly greater improvement in recognition thresholds than subjects receiving no knowledge of results, (3) subjects periodically receiving verbal information regarding the overall trend of their performance did not achieve significantly greater improvement in recognition thresholds than those not receiving such information. Since significance beyond the .05 level was not obtained, rejection of the null hypothesis was not possible.

A-0138. Franklin, Barbara. The Effect of a Low-Frequency Band (240-480 Hz) of Speech on Consonant Discrimination. City U. of New York.

The *Fairbanks Rhyme Test* was filtered into two bands, each with 60-70 dB/octave attenuation: (1) 240-480 Hz (LB) and (2) 1020-2040 Hz (HB). When the HB was presented at threshold to one ear of normal-hearing subjects, the average articulation score was 40 per cent. When the LB, which contains negligible information when presented alone, was added at 20 dB SL to the same and opposite ear as the HB, the score rose to 61 per cent and 62 per cent, respectively.

When the LB was added at 40 dB SL to the same ear as the HB the score dropped to 38 per cent, but when added to the opposite ear dropped only to 54 per cent. This "masking" effect was not the same for each consonant, and the writer divided the sounds into two groups. The scores for the sounds in Group I—[p], [t], [k], [s], [f], [m], [n], and [l]—did not drop as much as those in Group II—[b], [d], [g], [w], and [r]. It should be noted that the consonants in Group I are characterized by multiple cues, such as bursts, friction, or nasal resonances.

The writer suggested that for those individuals who have considerably more hearing in the low frequencies than in the high frequencies, there is the possibility of the low frequencies "masking" the high frequencies in a traditional hearing aid. However, discrimination might improve if low-frequency amplification were to be supplied to one ear, and high-frequency amplification to the other.

Gozalez, Mercedes Luisa. Development and Evaluation of a Programmed Procedure for Training Classroom Teachers to Make a Preliminary Identification of Children with Certain Speech Disorders in Public Elementary Schools in Puerto Rico. *See* A-0007.

A-0139. Greenberg, Herbert Jack. Spectral Analysis of the Auditory Evoked Response During Learning of Speech and Non-Speech Stimuli. Purdue U.

Changes during learning and cortical hemispheric differences of the AER to speech and non-speech auditory stimuli were investigated. Ten right-handed subjects were required to learn ensembles of eight CV syllables and five piano notes by the process of association while EEG activity was being recorded from right and left temporal lobe electrode placements. Fourier analysis of the summed EEG responses were obtained at 60, 70, 80, 90, and 100 per cent performance levels. The first twenty-four spectral components were examined in terms of variations of the largest amplitude spectral component and amplitude variation of the twenty-four components divided into three frequency bands.

A progressive decrease in the amplitude of the AER spectral components occurred during the learning of the speech and non-speech stimuli. These variations were similar for both ensembles of stimuli and were viewed as reflecting increased cortical activation. Hemispheric differences in the AER spectrum were found that were related to the type of stimulus. Although confounding activity may have been introduced by the language-oriented learning task, indications were that the right hemisphere plays a dominant role in non-speech discriminations, with the left hemisphere being responsible for speech and language activities.

A-0140. Hagness, Don E. A Preliminary Investigation of the *Modified Rhyme Test* as a Test of Speech Discrimination. U. of Illinois.

The purpose of this study was to assess the usefulness of the *Modified Rhyme Test* as a test for measuring speech discrimination abilities and to compare the performance of the MRT with List 4 of the *CID Auditory Test W-22.* Lists B +30, F P83, and D P75 of Form I of the *MRT* and List 4 of the *CID W-22* were presented monaurally at two separate test sessions to ten normal hearing young adults at five sensation levels (10, 20, 30, 40, and 50 decibels) above their individual speech reception threshold.

Three principal findings of this study were as follows.

(1) Articulation functions for all lists of the *MRT* and the *CID W-22* indicated that as sensation level increased, the percentage of correctly identified words increased. Whereas the articulation curves for List F P83 and D P75 dropped at the upper-most part of the curve, the articulation curves obtained for List B +30 of the *MRT* and List 4 of the *CID W-22* continued to rise at succeeding sensation levels.

(2) There was a similarity between mean discrimination scores obtained for List B +30 of the *MRT* and List 4 of the *CID W-22* and a similarity between mean discrimination scores obtained from Lists F P83 and D P75 of the *MRT*. The only significant differences among mean discrimination scores were found for List 4 of the *CID W-22* at the lowest sensation level between test sessions.

(3) Error responses of subjects were quite large for approximately one-third of the words for List F P83 and D P75 of the *MRT*. The number of errors within the second half of List F P83 was approximately eight times the number of errors within the first half of the *MRT* list.

A-0141. Horii, Yoshiyuki. Specifying the Speech-to-Noise Ratio: Development and Evaluation of a Noise with Speech-Envelope Characteristics. Purdue U.

A noise whose amplitude envelope followed closely that of a speech signal was generated by multiplying white noise and the amplitude envelope of the speech. When the original speech and the derived noise were added together after appropriate alignment, the signal-to-noise ratio (S/N) of the combined signals was virtually constant, that is, was virtually nonvarying on a short-time basis. Articulation functions were determined in such noise and in continuous white noise (where S/N varies on a short-time basis). Within the range of S/N studied, the gains of the functions were the same in both kinds of noises, being 2.5%/dB for consonants and 4%/dB for vowels. Differential effects on speech intelligibility and stability of responses were discussed, together with advantages and disadvantages of this method of masking speech. The results clearly depicted the operational difference between conventional and envelope-noise S/N specification and suggested a method of eliminating some of the problems associated with current methods. Potential uses of the envelope noise were discussed.

Abstracted by Arthur S. House

A-0142. Hubbell, Robert D. An Exploratory Study of Selected Aspects of the Relationship Between Family Interaction and Language Development in Children. U. of Kansas.

This study was designed to compare parental interactions with a younger child whose language skills were just developing to their interactions with an older child whose basic language skills were established in sixteen four-person families. The younger children were three and four years old and the older children were six and seven.

The procedures were carried out in the families' homes. Parents were instructed to teach one child at a time how to put four puzzles together. These interactions were tape recorded. Five-minute segments were extracted from each of the thirty-two recorded interactions. A typescript was prepared from each segment. Two judges then divided the dialogues on the typescripts into units. A unit was defined as any remark that could stand alone. Agreement between the judges was 80 per cent.

Each unit was assigned to one of five categories—Label, Remark Requiring Response, Positive Feedback, Negative Feedback, and Other—by trained judges. Agreement ranged from 83 per cent to 87 per cent. The most frequently used category was Remark, followed in descending order by Positive, Other, Negative, and Label. An analysis of frequency distributions of these five categories yielded little interpretable information, however.

The communication networks of these family interactions were also examined. It was found that fathers tended to dominate interactions involving parents and younger siblings, and those involving parents and male siblings. Mothers tended to dominate interactions involving older siblings and female siblings.

A-0143. Johnson, Charles Lee. An Analysis of Letter Prediction Responses of Adults with Lateralized Cerebral Lesions. Ohio State U.

Three groups of adults (aphasic, non-aphasic, and normal), selected from the Domiciliary of the Veterans Administration Center in Dayton, Ohio, predicted letters deleted from words within ten short paragraphs. All individuals were male, of comparable ages, and had completed approximately the same number of years of education. Letters deleted were judged redundant on the basis that they had been predicted correctly by all members of a group of ten college students who had predicted the paragraphs letter-by-letter. The paragraphs were written at the fifth-grade reading level and included information and opinions about our country and its governmental structure. Each individual of the three experimental groups had twenty experiences in predicting redundant letters. These consisted of ten paragraphs, each of which he predicted two times.

The *Porch Index of Communicative Ability* was administered before and after the twenty trials of letter prediction. The profiles of the aphasic group were similar to the sixtieth percentile profiles of the standardization group presented in the test manual.

Scores were recorded as the percentage of current predictions paragraph-by-paragraph. These scores were treated with analyses of variance. Highly significant differences between trials indicated change over the twenty trials for all groups. This change was in the direction of improvement. Differences between groups showed that normal individuals made the fewest errors, non-aphasic brain-damaged individuals second, and aphasic individuals the most. Further analysis indicated the time taken for completion of paragraphs for each group was reduced with successive experiences.

Pre- and post-testing yielded results that indicated improvement in graphic, verbal, and gestural modalities, as measured by the *Porch Index of Communicative Ability*. The improvement in communicative skills after the twenty experiences of letter prediction was highly significant for the aphasic individuals.

A-0144. Johnson, Thomas S. The Development of a Multidimensional Scoring System for Observing the Clinical Process in Speech Pathology. U. of Kansas.

Clinical training has emerged as a major issue of concern to the profession of speech pathology. There is a need for research basic to the areas of clinical training and process. This study was intended to begin development of a multidimensional scoring system which could be used in clinical observation to evaluate the interaction which takes place in speech therapy. The pilot investigation reported in the body of the dissertation dealt with inter-examiner and intra-examiner reliabilities of the system in a preliminary fashion. The dissertation study extended the findings of the pilot in a modification of the scoring system to determine the inter-examiner and intra-examiner reliabilities as well as the individual item reliabilities of the system.

Videotaped segments of therapy sessions were submitted for analysts utilizing the modified scoring system. Each segment of therapy was analyzed at two different analysis times. Percentage of agreement computations were made for each segment with respect to behavioral event, modality event and scoring item. In addition, an analysis was made of the proportion of information obtained in continuous observation as compared with a detailed start-stop procedure.

Intra-examiner reliability was high, indicating that an observer can use the instrument consistently. Inter-examiner reliability was low, confirming our contention that observers will use the scoring system differently according to his own philosophies and clinical biases. Item reliabilities were also computed. The reliability data were used to obtain a terminal revision of the scoring system.

A-0145. Kitchen, Dale W. The Relationship of Visual Synthesis to Lipreading Performance. Michigan State U.

The major purposes of this study were to design a test of visual synthetic ability and to assess the relationship of this instrument to lipreading ability.

Thirty-two normal hearing college students, with audiologically undramatic medical histories, normal 20/20 vision, and normal intelligence, served as subjects in this research. All subjects participated in a test of visual synthesis which assessed ten facets of visual perception thought to be related to the ability to synthesize stimulus materials. Subjects then participated in a lipreading film assessing the ability to lipread sentences, words, and stories.

The data were subjected to statistical analyses in order to assess the relationships among ten synthesis variables and four lipreading variables. All possible combinations of the variables were correlated and data were presented in a correlation matrix.

The results of the investigation showed that two of the synthesis subtests (*Dotted Outlines* and *Scattered Letters*) and the *Total Synthesis* score were correlated significantly with the ability to lipread words and stories and with the *Total Lipreading* score. *Dotted Outlines* and *Scattered Letters* were thought to be closure-type tasks which involved arranging disparate elements to form a meaningful "whole." These same subtests were thought to require speed of visual perception. None of the synthesis variables correlated significantly with the ability to lipread sentences. It was determined that either visual synthesis did not operate in the ability to lipread sentences or else the subtests in this study did not tap the dimension of synthesis necessary to the successful lipreading of sentences.

Abstracted by Leo V. Deal

A-0146. Kresheck, Janet D. A Study of *r* Phones in the Speech of Three Year Old Children. Northwestern U.

A detailed phonetic analysis of *r* phones used by three-year-old children was made in order to determine if these phones differed according to the phonetic context in which [r] occurred, or if *r* phones differed according to the age or sex of the subjects. Tape recordings of 12 words containing [r] in initial consonant clusters and initial, intervocalic, and postvocalic positions were obtained from the fifty-seven subjects. Four trained transcribers independently analyzed the tapes, using narrow phonetic transcription. Only data having seventy-five per cent transcriber agreement were included in the analysis of the children's usage of *r* phones. The findings of the study permitted the following conclusions to be drawn. (1) Three-year-old male and female children did not differ in their use of *r* phones in similar phonetic environments, (2) Children 36 to 42 and 43 to 48 months old did not differ in their use of *r* phones in similar phonetic environments, (3) Various three-year-old children used at least five different Class I *r* phones corresponding to predictable allophones of [r] in adult phonology, (4) In many intsances there appeared to be a predictable relationship between the phonetic context in which [r] occurred and the *r* phone which these three-year-old children used.

A-0147. Leeper, Herbert Andrew, Jr. Pressure Measurements of Articulatory Behavior During Alterations of Vocal Effort. Purdue U.

This investigation was designed to note the relationship of lingual pressure, intraoral air pressure, and sound pressure during the production of selected syllables and during the alteration of vocal effort.

Methods of magnitude production and magnitude estimation were employed to gain the desired information governing vocal effort. The results indicated that as intraoral air pressure increased, lingual pressure increased to a proportionate degree. Other interesting findings indicated that both lingual pressure and intraoral air pressure grow generally as the square of the subjective vocal effort. It was also noted that lingual pressure values were highly variable across all vocal effort conditions. This finding seems important in view of the number of investigations which have studied lingual pressure associated with various phonemes without regard to the effort of production.

Alterations of the auditory monitoring system by decreased feedback (binaural masking) steepened only very slightly the slope of the line of best fit for any of the pressure parameters. During the masking conditions, however, increments of the mean values for all pressure parameters were noted. Thus, it appears that alterations of the auditory monitoring system produces changes in the physiological parameters used in speech production.

In summary, it appears that the subjects were able to scale the physiological parameters of speech production with regard to a psychological set of vocal effort. The changes in the various parameters during alteration of the auditory input channel also add credence to a feedback set at one level of physiological-articulatory activity.

Abstracted by J Douglas Noll

A-0148. McClelland, William D. A Study of Generalization of Correct Responses in an Articulation Program for Adults. U. of Kansas.

This study investigated the extent of automaticity attained by eight adult subjects with frontal lisps. A training progam, based on principles of behavior modification, was designed to provide reinforced practice in producing correctly articulated /s/ phonemes in single words, reading, sentences, and spontaneous conversation. Social reinforcers, administered by the investigator, were delivered continuously, contingent upon correct responses, at the single-word level and on an intermittent schedule in subequent phases of the training program. Criterion levels of performance were established for each phase of the training, and criterion performance for two consecutive days signaled the transition to the next phase of training.

During the training, generalization of correct responses was observed on non-training words containing /s/ and on the untrained cognate /z/. Responses, produced to criterion in one phase of training, tended to facilitate learning in subsequent phases.

Five subjects reached the ninety per cent criterion level in all phases of the training program. Two subjects reached the ninety per cent criterion level in all phases other than the final phase, conversation. One subject did not complete the program. Post-training sessions were conducted for seven of the subjects one week after the training program had been terminated. Three subjects maintained a ninety per cent level of correctly articulated /s/ and /z/ sounds in the post-training session. The remaining subjects attained above seventy-five per cent productions. One of the latter subjects, however, performed at a level comparable to baseline in the post-training session.

A-0149. McFarland, William H. An Investigation of Ocular Response to Various Methods of Sound Field Auditory Stimulation. U. of Washington.

The purpose of this investigation was to examine the effects of various methods of sound field auditory stimulation upon eye movements in normally hearing persons.

Twelve normally hearing adults were exposed to four different methods of sound field auditory stimulation. Each method utilized a 70 dB SPL white noise as stimulus, but differed in that the first method utilized a stationary sound source; the second method utilized a sound that alternated back and forth from one side of the subject to the other; the third method utilized a sound that rotated around the subject's head; the fourth method incorporated the first three methods but in random order of presentation.

Ocular movements were recorded by monitoring the corneo-retinal standing potential of the eyes. The recordings were examined by a judge and changes in eye movement were ranked and marked as to extent and direction (*i.e.*, increase or decrease).

Statistical analyses of the results indicated that changes in ocular movements did occur in response to sound field auditory stimulation, but that method of stimulation was important. The method utilizing a rotating sound appeared to be the most efficacious in eliciting ocular response.

Several factors including the inconsistency of the ocular response and the time necessary to judge the records indicated that the electro-oculographic procedure used was not, in its present form, clinically feasible.

A-0150. Malin, Jerald A. The Use of Linguistics in the Analysis of Language Skills of Children. U. of Maryland.

It was the purpose of this study to gain an understanding of some of the relationships between certain parameters of linguistic science and the professional field of communication disorders (speech and hearing disorders).

Specific objectives included (1) the search for specific vocabulary and concepts of linguistic science which have appeared in Speech and Hearing literature and which have relevance to language processes of children, (2) investigation of the feelings of itinerant speech and hearing clinicians in the State of Maryland regarding their academic backgrounds, their exposure to language problems, and their familiarity with linguistic terminology, (3) the compilation of a glossary of linguistic terminology to provide the clinician with an additional aid in the description and remediation of the language of children.

Speech and hearing clinicians, as a group, have taken many courses dealing with language and language problems. In spite of their desire for more training in this area, clinicians seem equipped to play a role in the management of these problems at the school level. Terms relating mainly to transformational-generative grammar and structural linguistics have been used with increasing frequency in articles related to the language and language problems. A linguistic frame of reference might be helpful in shedding some insight into the management of children with language difficulties. A glossary containing terms and concepts related to transformational-generative grammar and structural linguistics was compiled to provide the speech and hearing clinician with a more systematic diagnostic aid in the analysis of children's language performance.

A-0151. Mencher, George Theodore. An Investigation of the Growth of Loudness in the Ears of Brain Damaged Adults. U. of Michigan.

"Growth of Loudness" describes the psychological correlate of an increase in the intensity of an acoustic signal. Application of the *Alternate Binaural Loudness Balance Test* (ABLB) to brain damaged adults has shown that unilateral damage to any portion of the central auditory system results in a slower than normal loudness growth in the ear contralateral to the lesion.

Twenty-one subjects (fourteen brain damaged and seven normals) were asked to respond to a battery of psychoacoustical procedures which measure growth of loudness and sensitivity to intensity changes. The battery included ratio scaling of loudness, the ABLB, and a measure of difference limen for intensity.

Results indicated subjects with brain damage, exclusive of the temporal lobe, demonstrate abnormal binaural loudness balancing when the ear contralateral to the lesion is the reference, and subjects with temporal lobe lesions demonstrate abnormal loudness balancing no matter which ear is the reference. Difference limen measures were inconclusive, as the temporal lobe subjects were variable and unreliable in responses. Results of the ratio scaling procedures suggested there is normal growth of loudness in each ear independently, irrespective of the presence of brain damage.

These data were interpreted to mean that loudness growth is normal in brain damaged subjects. However, the presence of cortical lesions affects the subject's ability to use the two ears in coordination. Thus, the ABLB may be used as a clinical tool to demonstrate the presence of cortical damage, but not as a method of evaluating loudness growth in brain damaged adults.

A-0152. Montgomery, Louella W. Phonological Oppositions in Children: A Perceptual Study. Purdue U.

The relationship between children's development of a phonological system and their auditory perceptual abilities was studied by examining children's errors in discriminating among a group of English consonants. The study was designed to allow for a test of the perceptual equivalence and additivity of linguistic features, and to evaluate the Jakobsonian hypothesis about the sequential development of phonological oppositions. Error rates associated with particular features and the cumulative effects of multiple feature contrasts were determined and discussed. A nonmetric multidimensional-analysis procedure was applied to the data in an attempt to specify the number of processes by which children made decisions, and speculations about the nature of the processes were discussed.

The children's speech-sound discrimination behavior was very much like that reported for adults. They experienced the most difficulty in discriminating sounds separated by only one or two features and had less difficulty in discriminating sounds that differed by several features, although the cue values for individual features were not equivalent. Consonants were successfully categorized in terms of traditional manner-of-production classifications, but the multidimensional analysis did not permit a satisfactory description of the processes by which this categorizing was accomplished.

In general, the results suggested that the sequential development of phonological oppositions may be a more complicated process than hypothesized. Several procedural suggestions were made for further study of the phonological systems of children.

Abstracted by Arthur S. House

A-0153. Moses, Gerald Robert. The Effects of Participation in Demonstration Therapy upon the Ability of Speech-Clinicians-in-Training to Assess Stuttering. Ohio State U.

Five-minute samples of spontaneous speech were recorded by each of eight stutterers. These stimuli were presented to a panel of judges and to a group of speech-clinicians-in-training who served as the experimental subjects. The thirty students who made up the latter group heard the samples of stuttered speech both before and after a period of demonstration therapy. The measures obtained from the judges set the standard. The judgments of the experimental subjects were compared with them. The subjects attempted to identify the instances and the "types" of stuttering that they heard from the tape-recorded stimuli. Finally, the subjects rated the severity of stuttering of each speaker.

Analysis was made of the differences between the number of correct identifications made by the subjects before and after a period of participation in demonstration therapy (correct means agreement on the part of a subject with four of five judges). These data were analyzed in terms of instances of stuttering, the type of stuttering identified, and the ratings of severity of stuttering.

Generalizing from the results obtained under the conditions of the study, the following conclusions were drawn. First, participation in demonstration therapy improved the ability of speech-clinicians-in-training to identify instances of stuttering. Second, participation in demonstration therapy improved the ability of speech-clinicians-in-training to identify types of stuttering. Third, participation in demonstration therapy narrowed the range of correct identification scores made by the speech-clinicians-in-training. Fourth, participation in demonstration therapy failed to yield significant improvement in the ability of speech-clinicians-in-training to rate severity of stuttering. Fifth, participation in demonstration therapy seemed to cause the speech-clinicians-in-training to give higher ratings of severity of stuttering to the speakers relative to earlier ratings.

A-0154. Nathanson, Susan Nechine. A Study of the Influence of Race, Socioeconomic Status, and Sex on the Speech Fluency of 200 Nonstuttering Fifth-Graders. Northwestern U.

This study was designed to determine the influence of race, socioeconomic status, and sex on the speech fluency of fifth-grade children.

Subjects were 200 nonstuttering fifth-graders chosen from the Chicago Catholic Schools so as to form four groups of fifty children each: lower class Negro, lower class Caucasian, middle class Negro, middle class Caucasian. Each subject was presented with a series of pictures from the *Thematic Apperception Test* and asked to tell a story about the picture. The tape-recorded stories, totaling at least 200 words each, were analyzed for the total number of dysfluencies, and for each of the following types of dysfluency: interjections, prolongations, revisions, part-word repetitions, whole-word repetitions, and phrase repetitions.

The data were analyzed by an analysis of variance, factorial design, to determine the effects of race, socioeconomic status, sex, and their interactions on the total number of dysfluencies and on each type of dysfluency. The results indicated that for the total number of dysfluencies, all three variables had a significant effect. More total dysfluencies were produced by Caucasian, middle class, and male speakers.

All three variables had a significant effect on each of the six types of dysfluency investigated. The results were similar to those found for total dysfluencies except for part-word repetitions, on which Negroes exceeded Caucasians. Findings were interpreted according to theories of the effects of social pressure and language usage on fluency.

A-0155. Newton, Mariana. A Study of the Effects of Diazepam on Stuttering. Northwestern U.

Previous studies of the use of drugs for the modification of stuttering have centered around sedatives and tranquilizers. Attention has been given to the speech behavior itself, as well as to indices of muscular tension, neuromotor activity, and affect. The muscle-relaxing, anxiolytic drug diazepam has been effective in reducing hypertonia, involuntary motion, and anxiety symptoms, as well as in improving speech in cerebral palsied patients and stutterers. The purpose of the study was to investigate the effects of diazepam on stuttering and the associated behaviors secondary to stuttering.

Diazepam was administered to twenty-nine adult stutterers under a double-blind cross-over configuration. Audio-visual recordings of oral reading performance were judged to ascertain stuttering frequency, predominant characteristics of stuttering blocks, and severity of secondary behaviors.

Of the fourteen subjects who stuttered sufficiently to allow for detailed analysis, six showed a significant (greater than baseline variability and placebo reaction) reduction in stuttering after diazepam treatment; seven showed a significant increase. Subjective judgments of the patients supported clinical findings. Reductions in stuttering frequency were consistently accompanied by reductions in secondary behaviors. Stoppages tended (though not significantly) to be the predominant characteristic of positive reactors to diazepam; mixed blocks (a combination of features) tended to characterize negative reactors to the drug. Personality factors (as evaluated by *Minnesota Multiphasic Personality Inventory*), neurological examination, and speech history were not observed to be predictive of placebo or diazepam effects on stuttering.

Implications for the use of diazepam in the clinical management of stuttering were discussed.

A-0156. Perozzi, Joseph A. The Relationship Between Speech Sound Discrimination Skills and Language Abilities of Kindergarten Children. U. of Washington.

Thirty normal hearing kindergarten youngsters were administered two speech sound discrimination (SSD) tests and the Revised Edition of the *Illinois Test of Psycholinguistic Abilities.* All subjects were capable of making same-different judgments of auditory stimuli and were considered by their classroom teacher to have normal potential for academic achievement. The primary difference between the two SSD tests was the context of the stimuli. On one test the discriminating sound elements were imbedded in words (Word Test), and on the other test the same sound elements were imbedded in nonsense syllables (Syllable Test).

Pearson-Product correlations between the two SSD tests and each ITPA subtest and the ITPA total score were all positive. One SSD test did not appear to be significantly more or less related to any of the language measures than did the other SSD test. The correlation between the two SSD tests was .873 ($p < .01$). With respect to the auditory-vocal subtests of the ITPA, significant correlations were obtained between the two SSD tests and two measures of expressive language, Verbal Expression ($p < .01$), and Grammatic Closure ($p < .05$).

The very high correlation betwen the two SSD tests indicated that the two tests were measuring the same skill. It was suggested that a subject's performance on any paired-syllable test would predict his performance on a paired-word test that contained the same sound elements.

The significant correlations between the SSD tests and two ITPA subtests measuring expressive language skills and the insignificant correlations between the two SSD tests and subtests measuring receptive and associative language skills indicated that the ability to discriminate among speech sounds is more closely related to speaking than to the understanding or association of linguistic expressions. These findings were interpreted as support for the motor theory of speech perception.

A-0157. Pettit, John Melville. Cerebral Dominance and the Process of Language Recovery in Aphasia. Purdue U.

Two verbal dichotic auditory tests and two nonverbal dichotic auditory tests were administered to twenty-five adult aphasics and twenty-five normal subjects in order to study patterns of ear preference. The dichotic tests were given to the aphasics on a test-retest basis over a two-month interval of time.

For the control subjects, there was a significant right ear preference on the verbal dichotic tests but a left ear preference for the nonverbal dichotic tests, suggesting cerebral dominance for speech represented in the left hemisphere and right hemisphere for nonspeech material. Contrary to the control subjects, the aphasics showed a left ear preference for the verbal dichotic tasks on both test administrations over the two-month interval. The left ear scores improved (less errors) from the initial administration to the retest two months later, while the right ear error scores indicated only minimal differences between the two sessions.

Based on the results for the two verbal dichotic tests, it was concluded for the aphasic subjects that there was a change in cerebral dominance from the left to the right hemisphere after cerebral injury, and that as language improves there is some evidence to indicate that cerebral dominance becomes more firmly established in the right cerebral hemisphere. The nonverbal dichotic test findings indicate that no such shift occurs in the processing of nonverbal stimuli.

Abstracted by J. Douglas Noll

A-0158. Pinheiro, Marilyn L. The Interaural Intensity Difference for Intracranial Lateralization of White Noise Bursts. Case Western Reserve U.

The interaural intensity difference (IID) for intracranial lateralization was investigated in seventeen normal subjects, in seventeen subjects with sensorineural hearing loss, and in seventeen subjects with predominantly unilateral cerebral lesions. The simultaneous dichotic signals were broadband and low-pass filtered noise bursts with durations of 76 and 506 msec. and a fast rise-time of 10 msec. These signals were presented at 2 sec. intervals at 20 dB sensation level. The intensity in the test ear was increased in 1 dB steps until the sound image lateralized to that ear.

No statistically significant differences were found between subjects or conditions in the group with hearing loss, regardless of whether recruitment was present or absent.

Analysis of variance determined that the only statistically significant difference between normal and sensorineural subjects was the greater IID for the filtered noise condition in the latter group. Subjects with unilateral cerebral lesions had greater IIDs for lateralization of broadband noise bursts to the ipsilateral ear and significantly smaller IIDs for lateralization to the contralateral ear when compared with normal and sensorineural subjects.

The results of this study were in agreement with the model for neural interaction in stimulus lateralization which Bekesy developed by experiments on the skin surface. There was strong nerual interaction in the central nervous system between the two ears in normal and in sensorineural subjects. This neural interaction, probably one of spatial summation, seemed to be affected in subjects with unilateral cerebral lesions, significantly diminishing the IID for lateralization to the contralateral ear.

Rabby, Llewellyn B. An Analysis of Perceptual Confusions Among Sixteen English Consonant Sounds in a Theatre. *See* A-0223.

A-0159. Raiford, Carolyn Ann. Variations in the Auditory Evoked Response Related to Changes in Signals and Assigned Response Task. Purdue U.

Evoked responses were obtained from each of six subjects under three experimental conditions. The amplitude and latency characteristics of the evoked response for each individual subject were analyzed. In addition, the individual subject responses were grouped in three ways. One group included the averaged responses of all subjects. The second group included the responses of three subjects showing similar response patterns. The third group included the responses of the remaining three subjects. An analysis of the amplitude and latency characteristics of the grouped responses then was made.

The results showed that attention as maintained by an auditory discrimination task enhanced the amplitude of evoked response components. No significant changes in waveform or latency characteristics were noted across subjects or conditions. The use of paired clicks separated by intervals of 1, 2, 3, and 50 msec. did not adversely affect the waveform of the evoked response. In three subjects a waveform change was found for the click-pair interval of 100 msec. in the judgment task. This change involved the appearance of a second negative peak at 100 msec. following the initial negative peak of the evoked response. The presence of this component indicates that it is possible for a second response to an auditory signal to occur within a 50 msec. analysis time. This response is interpreted as a second primary response of the auditory cortex to an acoustic signal and provides support for a neurogenic basis for the early components of the auditory evoked response.

Abstracted by D. P. GOLDSTEIN

A-0160. Rynes, Edward J. The Effect of Examiner Expectancy in Auditory Data Collection. Case Western Reserve U.

The purpose of this study was to determine whether examiner expectancy—as related to the age and otologic diagnosis of the examinee—can affect the results obtained on a representative measure of auditory function. This goal was accomplished by varying the information (hence, the expectancy) supplied to subject-examiners before having them score identical recorded ambiguous speech discrimination responses.

Determinations for significance were drawn primarily from data analyzed by means of a factorial analysis of variance design. A *Sign Test* applied to an item level analysis also was used to establish the direction of the expectancy effect. Results were based on a .05 level of confidence.

The results indicated that experienced hearing examiners scored "young" patients higher than "old" patients. For inexperienced examiners, only the *Sign Test* yielded significance for Age information. Diagnosis information played a minor role in shaping the audiologic test results for experienced examiners—none for inexperienced examiners. Experienced examiners scored the patient-responders higher and were less variable than inexperienced examiners.

Supplemental analyses showed that experienced examiners not certified in hearing by ASHA scored the same as those who were certified. No differences were found between male and female examiners in the inexperienced group but a scoring difference was obtained between the sexes for the experiencd group. No difference was found for the monitor intensity selected between examiners in either experience group or expectancy category.

This study concluded that under conditions of ambiguity involved in the testing process, expectancy errors were committed by experienced hearing examiners.

A-0161. Shewan, Cynthia M. An Investigation of Auditory Comprehension in Adult Aphasic Patients. Northwestern U.

The investigation was designed to study auditory comprehension in adult aphasic patients. Three parameters of length, semantic difficulty, and syntactic complexity, which are known to influence comprehension in normal adults, were selected for consideration. Subjects consisted of three groups of adult aphasics evenly distributed among Broca's, Wenicke's, and amnesic types, and a matched group of normal controls.

The auditory comprehension test contained sentences which systematically varied in level of difficulty for the parameters of length, semantic difficulty, and syntactic complexity. Responses were scored for both accuracy and promptness.

The data were analyzed by analysis of variance techniques. Accuracy scores indicated that all subject groups differed significantly from each other in total performance. The degree of comprehension deficit increased when difficulty level of the sentences was increased. Subjects experienced most difficulty with the syntactic complexity parameters. When accuracy and promptness scores were combined, an interaction between parameter and level of difficulty emerged as significant.

The severity of comprehension deficit for the aphasics was independent of auditory retention, educational level, and clinically judged severity of aphasia, based on oral expressive language characteristics.

Since the aphasic groups and the normal subjects showed the same pattern of comprehension decrement, it was reasoned that the aphasics were qualitatively similar to the normals, but quantitatively different from them. The performance difference was interpreted as a reduction in the efficiency of the receptive mechanism rather than as a change in the mode of operation of that mechanism. The designed test appeared to have diagnostic rehabilitative usefulness.

A-0162. Silcox, Bud L. Oral Stereognosis in Tongue Thrust. U. of Utah.

The purpose of this study was to determine functional relationship between oral stereognostic ability (OSA) of subjects with tongue thrust swallowing patterns and oral stereognostic ability of subjects with normal swallowing patterns.

Nineteen subjects diagnosed as having a tongue thrust swallow pattern were used as the experimental group. Nineteen control subjects were chosen matching the experimental subjects on age and sex.

The subjects were given a twenty nylon moulded forms test of oral stereognosis. Into the subject's mouth, each form was placed autonomously. The subject then manipulated the form orally, removing it without having seen it. The subject then made a response to the stimulus by marking a test booklet which had the stimulus and four alternate choices. At no time was the subject given any feedback regarding the accuracy of his response.

It was found by comparing mean error scores by a related data formula that the two groups (experimental and control) were not different in OSA.

OSA was tested as a function of age. It was found that there is significant difference between thirteen- and fourteen-year-old tongue thrusters, but no significant difference betwen thirteen- and fourteen-year-old normal swallowers.

OSA was tested as a function of sex. Testing revealed no significant difference between males and females.

Frequency with which each possible alternate was erroneously chosen was indicated for each group and the combined group. There was an observable trend for normal subjects to make a larger variety of alternate choices than was made by the tongue thrust group.

A-0163. Smedley, Thayne C. The Influence of Masker Intensity on Contralateral Threshold Shifts Under Three Psychophysical Methods in Naive Normal Hearing Listeners. Stanford U.

Limited- rather than broad-band noise has been recommended as a masking stimulus for pure tone audiometric testing because the former is more efficient; that is, it provides optimum masking effectiveness with minimum overall Sound Pressure Level. The question explored in this study was whether inexperienced listeners could perform with the same proficiency and reliability under maskers that were equivalent in effective level but varied in Sound Pressure Level. That is, could masking efficiency be shown to have any bearing on precision of masked threshold measures?

Contralaterally masked threshold shifts were determined for different maskers equal in effectiveness but varying in efficiency, using test methods designed to separate auditory from non-auditory masking influences in contralateral noise. The effects of MASKER and TEST METHOD were investigated concurrently in thirty (fifteen male, fifteen female) normal hearing listeners using a factorial experimental design. In general, magnitude and reliability of threshold shifts varied inversely with masker efficiency. Important differences in mean threshold shifts observed among test methods provided evidence that contralateral masking shifts resulted from a combined influence of non-auditory and auditory influences and that the contribution of the former was substantially lessened under limited-band masking. The data indicated that narrow-band noise is to be preferred in clinical testing not just because it is more efficient in the *masked ear,* but also because the reduced physical intensity of a limited noise band minimizes the variability and error introduced in threshold measures of the *tested ear.*

A-0164. Smith, Jeffrey Howells. An Analysis of the Early Components of Auditorily Evoked Responses of Mentally Retarded Adults. Purdue U.

Computer summer AER's were obtained for ten moderate functioning mentally retarded adults and five normal adults for experimental conditions consisting of 3000 presentations of 30 dB SL pure tone signals, click signals, and non-signal control presentations given in random order during both a sleeping session and an awake session. A barbiturate was used to induce sleep. Each AER was plotted in both analog and digital form and analog data were analyzed to determine each subject's response latency characteristics. Digital data were computer summed and averaged, converted to analog data, and plotted for analysis of group response latency characteristics. Individual AER's were also arithmetically averaged to provide group data for analysis.

Results indicated that early components were present in the AER's of the mentally retarded, and the latency of these response components were generally longer than in the AER of normal individuals. The latency of AER changed between sleeping and wakeful states, but the direction of change was not the same for the two groups. The AER's of the MR to clicks were characterized by shorter response latency when awake than when asleep, whereas the AER latency of normals was shorter asleep than awake. Latency reversals also occurred in the AER's of MR and normals to pure tones, but were seen only in the primary components and not the early componentry. Retardates responded with shorter latencies when asleep than when awake, and normals tended to respond with shorter latencies when awake than when asleep.

Abstracted by D. P. Goldstein

A-0165. Smith, Kenneth E. An Experimental Study of the Effects of Systematic Reinforcement on the Discrimination Responses of Normal and Hearing Impaired Children. U. of Kansas.

Audiologists consider both sensitivity and the discrimination ability of the ear in diagnostic procedures. Since discrimination test scores affect the prognosis for the patient, valid and reliable test results are necessary. Problems related to attention span in children have been discussed in the literature, but procedures designed to assure maximum performance during discrimination testing have not been reported.

The purpose of this study was to investigate the effects of systematic reinforcement on the discrimination responses of normal and hearing impaired children. Distorted recordings of PB word lists were presented to normal subjects, and hearing impaired subjects listened to undistorted recordings of the same words. Control subjects listened to three alternate lists with no intervention by the experimenter. Normal experimental and hearing impaired subjects also listened to three lists, but systematic reinforcement for correct responses was provided during the second list. Effects of age, group and condition were examined.

Results of the study indicated that both normal and hearing impaired subjects showed significant improvement in their test scores when reinforcement was applied. A maintenance of the improved scores was noted on the third list. In the normal control group, scores deteriorated as a function of the number of lists presented. An age effect was demonstrated, but improved test scores under reinforcement were not related to age or hearing ability.

It was concluded that more attention should be paid to controlling attention span and interest in testing the discrimination ability of young children.

A-0166. Smith, Raymond A. A Study of Phoneme Discrimination in Older Versus Younger Subjects as a Function of Various Listening Conditions. U. of Washington.

The study was designed to investigate in older individuals, as compared to younger ones, (1) speech discrimination as a function of varying levels of signal (speech) presentation and background noise and (2) the number and types of phoneme confusions under these conditions.

Two groups of subjects were selected, both of which met certain minimum criteria for "normal" hearing. The experimental group consisted of individuals 60 years of age and older, the control group 18 to 30 years of age. Both groups responded to thirty tasks of sixteen CV nonsense syllables presented monotically under conditions of varying SL's of noise and S/N relationships. Subject error response scores were derived and confusion matrices compiled.

It was concluded that older subjects performed more poorly on discrimination tasks than younger ones under all listening conditions and that the between group differences were of a qualitative as well as quantitative nature. Implications as to a possible lowering of resistance to interference with signal transmission in the nervous system, and reduced "channel capacity" as a result of fewer functional neural cells in older subjects as opposed to younger ones were discussed.

A-0167. Stech, Ernest L. An Empirical Study of Videotape Self-Confrontation, Self-Evaluation, and Behavior Change in Speech Therapist Trainees. U. of Denver.

Three factors were hypothesized as predictors of behavior change in trainee speech clinicians in a videotape self-confrontation experiment. Academic achievement or aptitude was one major predictor. A second was a combination of self-esteem and anxiety. The third predictor was total clinical experience. In the videotape experiment, behavior change was measured by shifts in the frequency of use of positive and negative reinforcers.

A reduction in the use of positive reinforcers coupled with an increase in the application of negative reinforcers was obtained as a result of videotape self-confrontation. Individual variable correlations in the range from .00 to .65 were found. Multiple correlations, using the best single predictors, were found to be higher than .75 for the increase in negative reinforcer use. The behavior change was greater for clinicians with high academic aptitude or achievement scores, intermediate anxiety and self-esteem scores, and high levels of clinical experience, all of which were in the predicted direction.

The reduction in use of positive reinforcers was negatively correlated with the predictor variables or opposite the hypothesized relationship. Magnitude of the correlation coefficients, for both the individual predictors and the multiple correlations, were the same as for the negative reinforcer change.

The best predictors proved to be the undergraduate GPA, GRE scores, the sensitizer-repressor scale of the MMPI, and the total clock hours of clinical experience. The results have implications for both trainee selection and for the individualization of videotape training methods.

A-0168. Stouffer, James. Auditory and Tactile Reaction Time of Jaw Movement for Teen-Age Males. Pennsylvania State U.

Based upon the hypothesis that an organism which operates on a servo system principle will rely on the sensory channel that is more efficient (makes the greater contribution to control of output) and that reaction time (RT) is a measure of the efficiency of a feedback system, the present study was designed to investigate whether tactile or auditory stimulation produced the shorter RT's.

Five major experimental questions were investigated by measuring the RT's of forty-eight teen-age, male subjects to tactile and auditory stimuli presented at two intensity levels. The answers to these questions lead to the conclusion that both auditory and tactile feedback modalities have equal efficiency (equal RT) at a high intensity level of stimulation. In contrast, at a low intensity level of stimulation tactile feedback is more efficient (shorter RT) than auditory feedback. Therefore, if one is willing to accept the hypothesis that a subject would monitor articulation by the more efficient mode of feedback, that RT measures the efficiency of a feedback modality, and that the relationship between tactile and auditory stimulation that was found in the present study holds true for speech, then it seems likely that of the two feedback modalities studied, tactile feedback is more prominent for monitoring articulation at the low intensity levels of speech production and that both tactile and auditory feedback play an equal role in monitoring articulation at normal speech levels.

A-0169. Sung, Jing J. An Experimental Study of the Performance and Intelligibility of Individual Hearing Aids Utilizing Microphone and Induction Coil Input. U. of Kansas.

In recent years the induction loop system, utilizing individual hearing aids with the input switch on the telephone coil setting, has gained popularity because it offers some of the advantages of both the group amplifier and the individual hearing aid. Systematic measurements of electromagnetic characteristics and intelligibility of the coil setting of a hearing aid have not been extensively reported. The purpose of this study was to measure and compare the physical characteristics of the microphone and the telephone input circuit of two commercially available body-type hearing aids and to study the effect of variation in physical characteristics of the hearing aid on speech intelligibility.

Physical measurements of gain, maximum power output, frequency response, and harmonic distortion were made of each hearing aid on both the microphone and the telephone coil settings. Tape recorded monosyllabic words (*N.U. Auditory Test No. 6*) were presented to thirty-two normal hearing subjects under different experimental conditions, and discrimination scores were obtained.

Electroacoustic characteristics of the two aids, similar for acoustic input, were found to be quite different for magnetic input. Results showed that the intelligibility of speech produced by a given mode of signal input, either microphone or telephone coil, was dependent on physical characteristics of the hearing aid. The usable high frequency response and the configuration of the response curve in the region of 1500 to 3000 Hz appeared to be associated with the intelligibility of monosyllabic words.

A-0170. Sung, Show S. A Study of the Sensitivity and the Reliability of Three Tone Decay Tests with Reference to Cochlear Pathology. U. of Kansas.

The *K.U. Tone Decay Test,* introduced by Cornelius Goetzinger at the Kansas University Medical Center, requires the subject to maintain a pure tone, initially presented 5 dB above threshold, at constant loudness for a specified period of time. Loudness control can be achieved by manipulating an attenuator which provides intensity increments in steps of a quarter of a decibel.

This study examined the sensitivity of three tone decay tests at three frequencies over periods of 90 and 120 seconds as a function of three types of cochlear lesions. The test-retest reliability of each tone decay test was examined.

The absolute consistency for each test was excellent as revealed by the non-significant difference between test-retest means and the standard errors of the differences between the means. The relative consistency for the K.U. and the Carhart tests was significantly superior to that of the Bekesy tracings. Statistically significant difference did not occur between the relative consistency of the K.U. and the Carhart tests. The K.U. and the Carhart tests are shown to be more sensitive indices of tone decay than the Bekesy tracings. This finding occurred irrespective of pathology. No differences were found between the K.U. and the Carhart tests. The amount of tone decay irrespective of tests did not increase as a function of pathology. The *K.U. Tone Decay Test* was judged by the patients to be easiest test to perform in comparison with the Carhart and the Bekesy tests.

A-0171. Taylor, Joyce S. The Communicative Abilities of Juvenile Delinquents: A Descriptive Study. U. of Missouri, Columbia.

Some characteristics of individuals with communicative disorders and of juvenile delinquents appear to be similar. This study sought to explore the relationships between these types of deviant social behavior. Specifically, the investigation concerned the incidence and distribution of communicative disorders among a group of incarcerated delinquents. The relationship between the kind of delinquency and the type of communicative disorder was also considered.

Tests of articulation, hearing, and language were administered to 119 youths confined to the Missouri Training School for Boys. Background information and delinquency records were obtained from the institutional files to supplement the test results.

A higher incidence of communicative disorders was found among the delinquents than would be anticipated among an adolescent group; eighty-four per cent of the youths had inadequate communicative abilities. Linguistic disorders were the most prevalent problems among the subjects. Articulatory, vocal, auditory, and rhythmic disorders appeared with decreasing frequency; many of the subjects had multiple disorders. The relationship between communicative disorders and delinquency was not clarified; however, three observations might indicate some trends. First, the boys with adequate communication infrequently were charged with truancy. Second, the subjects with linguistic disorders and concomitant disorders of language and dialect committed more crimes proportionately than did the boys with other disorders; they also committed more different types of crimes. Finally, the subjects with auditory and rhythmic disorders did not commit any crimes against persons. The results of this study indicate that further investigation into the relationships between defective communication and delinquency is warranted.

A-0172. Thorne, A. Bertram C. A Comparison of Four Closed-Response Auditory Discrimination Tests. U. of Pittsburgh.

Four closed-response tests, modified to use the same carrier phrase and interstimulus time, were presented to fifteen normal hearing listeners and fifteen sensori-neural hypoacusic listeners at sensation levels of 30 dB and 40 dB. The tests were the *Fairbanks Rhyme Test,* the *Hutton Semi-Diagnostic Test,* the *House Consonantal Differentiation Test,* and the *Griffith's Rhyming Minimal Contrast Test.* The signal was electrically mixed with a simultaneous voices background noise at an S/N of −3 dB which had been previously determined as that ratio at which normal listeners would achieve just less than perfect scores on the tests.

In general, the results demonstrate the texts are significantly different from each other; they discriminated between the two experimental groups and were differentially affected by the addition of simultaneous voices noise. Sensori-neural listeners were more adversely affected by noise than were the normals and each group performed differently on the tests with and without noise in the background. There were no significant differences in test results between presentations at 30 dB and 40 dB sensation levels. In all situations the Griffith test produced the lowest scores for both groups of subjects and the *Semi-Diagnostic Test* produced the highest scores. Conflicting voices background noise was found to produce greater dispersion among subjects and affected the sensori-neural subjects more markedly than the norms. Phonemic errors, which are readily detected on the closed-response tests, provide data useful in the aural rehabilitation of each subject.

A-0173. Tyszka, Frederic Anthony. Interaural Phase and Amplitude Relationships of Bone Conduction Signals. Purdue U.

Bone conduction signals are generally regarded as being binaural. However, there is reason to doubt a simple equality of stimulation at each ear. Data from recent investigations suggest that the degree to which each ear is stimulated by a bone conduction signal may differ in phase and amplitude.

Masking level differences (MLDs) vary as a function of interaural phase and amplitude differences. It was reasoned that the unknown phase relationships for a bone conduction signal could be determined by systematically varying the interaural phase relationships of binaural air conduction masking. The best bone conduction thresholds would occur at an antiphasic signal and noise condition and the poorest thresholds would occur at a homophasic signal and noise condition. Thus the interaural phase of the bone conduction signal was determined by the known interaural phase of the air conduction masking noise.

Interaural amplitude differences of the bone conduction signal were determined by comparing the magnitude of the bone conduction MLDs (from antiphasic to homophasic condition) with analogous air conduction MLDs.

The results of the investigation indicated that with the vibrator on the forehead position, there is a trend for a 500 Hz bone conduction signal to be interaurally in phase and interaurally equal in amplitude. With the vibrator on the mastoid position, there is a trend for the signal to be 180° interaurally out of phase and interaurally equal in amplitude. The results are related to the theory of inertial bone conduction and their implications to certain clinical tests are discussed.

Abstracted by D. B. GOLDSTEIN

A-0174. Vande Guchte, Marten. The Effect of Aural and Visual Cues on the Rating of the Speech of Foreign Students. Michigan State U.

The purposes of this study were to investigate the effect of aural and visual cues upon the speech of foreign students from different language groups, to note the influential cues within a language group, and to explore the effect of language background upon speech ratings.

Thirty-two foreign students from Dutch, Japanese, Spanish, and Turkish language groups were subjects. Movie films and tape recordings were produced of each student reading and speaking. Recordings were presented to twenty-four judging panels in the following manners: aural, visual, and aural-visual. Judges indicated the degree of foreign accent and foreign appearance exhibited by the speaker and the relative influence of specific aural and visual cues upon his ratings.

Based on aural cues, Spanish speakers were judged to have the greatest degree of foreign accent; based on visual cues and on combined aural-visual cues, Japanese were rated highest. Foreign students from different language groups were differentiated on the basis of degree of foreign accent and appearance. Aural cues appeared to be the most accurate predictor of one's evaluation of the speech of foreign students. The appearance and action of speakers caused severe ratings of the oral aspects of their presentation. In rating the influence of aural cues, articulation was most highly rated, followed by word stress, syllable stress, and sentence rhythm. In rating the influence of visual cues, articulatory movements and facial expression received the highest ratings. Language background similar to that of a given language group did not appear to influence the ratings.

Abstracted by LEO V. DEAL

A-0175. Weston, Alan J. The Use of Paired Stimuli in the Modification of Articulation. U. of Kansas.

The purpose of this study was to investigate the use of paired stimuli in the modification of incorrectly articulated sounds in children.

Three children who had error sounds were found to have one word each in which their target sound was articulated correctly (key word). A picture of the key word was then paired with a picture of another word which had the target sound articulated incorrectly (training word). Twenty different pairs were designed for each child, ten of which contained the target sound in the final position in the training words, and ten of which contained the target sound in the initial position in the training words. The children were not given articulation therapy nor were they instructed to attend to a specific sound. Their only instruction was to say the name of each picture as the paired stimuli were presented on a teaching machine. All correct responses during contingent-pairing were promptly reinforced with the dispensing of a token.

The children achieved from 0% to 100% correction of their error sounds in the training words when contingent-pairings were used. A multiple baseline procedure was used and the total amount of training time from onset of contingent-pairing to criterion (eight out of ten target phonemes articulated correctly on the post-probe test following two successive pairing sessions) was three hours for Subject A, forty-eight minutes for Subject B, and two hours twenty-four minutes for Subject C.

A-0176. Williams, Ronald. The Identification of Terminal Intonational Contours of Selected Sentences in American English. Ohio State U.

The purpose of this study was to investigate the following supposition: A listener who hears utterances with terminal intonational contours that are different from those usually associated with the grammar assigns to these utterances the terminal intonational contours that usually accompany the grammar. Criterial responses were obtained; forty pairs of sentences were constructed with each pair ending in the same words. Forty readers read forty pairs of sentences. Fifty students listened to these sentences and indicated the direction of the terminal contours. Fifteen sentences meeting a specified criterion were selected for the principal study. The responses to these fifteen sentences became the criterial responses, and in the principal study these fifteen sentences were the control sentences.

The terminal words were exchanged within each pair of the thirty sentences; these sentences became the experimental sentences. The control and experimental sentences were electronically filtered. These 120 sentences were spliced in a random order. Three groups of listeners indicated the direction of the terminal contours, rising or falling; one group of native American adults, one group of foreign born speakers of American English, and one group of third-grade, native-born Americans. There were twenty listeners in each group.

The data were analyzed by an analysis-of-variance design. The results were not systematic from one experimental condition to another, producing significant interaction. The data were further analyzed by another analysis-of-variance design. The American listeners gave responses that were not consistent with the supposition. The responses of the foreign-born group, however, were consistent with the supposition. Yet their responses may have been influenced by their limited knowledge of American English as well as by their native languages. Finally, the instructions given the listeners may have produced a set that biased the responses of the Americans.

A-0177. Winger, Roger Kohler. The Influence of Level of Auditory Signal, Time Since Birth, and Other Factors upon the Hearing Screening of Newborn Infants. Ohio State U.

The purpose of this study was to evaluate the efficiency of an infant hearing screening program. Subjects were 180 newborn infants randomly selected from a hospital nursery. Two major variables examined were (1) intensity level, including 80, 90, and 100-dB SPL and (2) age level, consisting of 0-12, 12-24, and 24-36 hours. The Rudmose Warblet 3000 was the signal generator. Additional variables included (1) state of consciousness, (2) facial, (3) eyelid, (4) body states, and (5) prenatal, paranatal, and postnatal conditions. Each response and behavioral state was rated independently by two trained observers. Infants were tested three times and a pass-fail criterion was established as two out of three agreements between observers that a response had occurred.

Reliability judgments were high for rating degree of responsiveness (81%) and relatively poor for ratings of behavioral states, ranging from 51% for types of responses to 73% for eyelid activity. This outcome suggests the need for more definitive rating criteria and perhaps fewer categories for each type of behavior.

Only 104 (58%) infants met the screening criteria. The predominant variable in eliciting responses was intensity level, significant at the .05 level. Age did not significantly influence responsiveness. The major responses were limb movements, head turns and eyeblink responses. Startle reactions were seldom elicited, suggesting they may be poor indicators of hearing in newborns.

The relative states of behavior had variable effects upon responsiveness. Light sleep and drowsy states were the best test conditions and crying the worst.

Infants of normal birth weight, 5½ to 8 pounds, were more responsive than infants above or below this weight, suggesting infants under or over normal birth weight will be less responsive. Also, more responses were obtained testing one to two hours prior to feeding. One hour after feeding seemed the worst time to test these infants.

A-0178. Woods, Robert William. Most Comfortable Listening Levels for Pure Tones. Purdue U.

The purpose of the present investigation was to examine most comfortable listening levels (MCL) for pure tones. Using a modified Bekesy audiometer, the relationships among the following variables on MCL were investigated: (1) method of subject response (a conventional Bekesy response switch versus a modified Bekesy response switch); (2) sex; (3) attenuation rate; (4) stimulus mode (interrupted tonal stimuli versus continuous tonal stimuli); and (5) frequency (.5KHz, versus 1KHz, versus 2 KHz). These variables were evaluated during two identical experimental sessions to determine their effect on the reliability of MCL for pure tones.

Thirty-two male and thirty-two female normal hearing subjects participated in the present investigation. One half of the subject sample (sixteen males and sixteen females) tracked MCL using the conventional response switch and the other half tracked MCL using the modified response switch. MCL was tracked by each subject for 90 seconds for each of twelve experimental conditions per experimental session; a total of twenty-four experimental conditions per subject for the entire investigation. The average level for each 90-second period was used to represent MCL for each experimental condition.

The following conclusions were proposed.

(1) MCL is a stable measure over time for given experimental conditions and can be utilized clinically.

(2) Although MCL for pure tones through the speech frequency range approximates the sensation level judged to be comfortable listening level for speech, there is rather large intersubject variability. It cannot be assumed, therefore, that the level averaged for all subjects is most comfortable for all people.

Abstracted by D. P. Goldstein

A-0179. Zelnick, Ernest. Comparison of Speech Perception Utilizing Monotic and Dichotic Modes of Listening. City U. of New York.

Two experiments were designed to compare speech perception, as measured by the Revised *Peterson-Lehiste CNC* word lists, for individuals with bilateral approximately symmetrical sensory hearing losses, utilizing monotic and dichotic modes of listening. The monotic modes consisted of a monaural amplifier and an amplifying system of two channels to one ear (monotic V-cord). Dichotic modes comprised a binaural system of amplification and a two channel amplifying system to each ear (double V-cord).

In Experiment I, randomized word lists were presented through high fidelity amplifiers and earphones; in Experiment II, commercial hearing aids were used.

Each experimental group consisted of twenty-five adults. The average pure-tone hearing threshold for the subjects selected varied from 45 to 70 dB HL (I.S.O.), for the three mid-frequencies of 500, 1000 and 2000 Hz tested.

Statistical analyses of the data supported the following hypotheses for subjects with bilateral approximately symmetrical sensory hearing losses.

(1) High fidelity amplifiers and earphones are superior for speech perception to commercial hearing aids for all modes of listening;

(2) Dichotic modes are superior for speech perception to monotic modes of amplification;

(3) The binaural mode is superior for speech perception to the two channel modes (monotic V-cord and double V-cord systems) of amplification; and

(4) The two channel mode (monotic V-cord system) is superior for speech perception to the monaural mode of amplification to the same ear.

A-0180. Zinberg, Mildred F. A Longitudinal Study of Acoustic Impedance Phenomena Before and After Stapedectomy. City U. of New York.

Acoustic impedance and AC and BC measurements of twenty-eight otosclerotics were taken before stapedectomy, four weeks post-operatviely, and twelve to fifteen weeks after surgery. The *Zwislocki Acoustic Impedance Bridge* was used to assess compliance and resistance values at 250 through 1500 Hz. A Teflon piston prosthesis and gelfoam seal were used. The null hypothesis that there are no significant changes in acoustic impedance accompanying surgery, time, and their combined effects was rejected at the .05 level of significance.

The following results were found.

(1) Significant increases in compliance were measured as a result of surgery, additional time, and their combined effects.

(2) Compliance was a consistent index of acoustic impedance changes after stapedectomy.

(3) Resistance changes were not as consistently significant, but were evidenced at 500 and 750 Hz.

(4) Three-frequency average compliance gains for .5, .75, and 1 KHz were accompanied by average AC threshold improvements for .5, 1, and 2 KHz.

(5) Average BC threshold changes and average resistance changes were not reliable indices for evaluating success of stapedectomy.

(6) Ear canal volumes were not significantly affected by surgery and additional time (combined).

(7) Acoustic impedance measurements with the *Zwislocki Acoustic Impedance Bridge* constitute a useful method for the evaluation of the success of stapedectomy as reflected in the decrease of stiffness of the sound conducting mechanism. This method may be used in conjunction with a three-frequency average of AC thresholds.

(8) Improvements in compliance of the sound transmitting mechanism were maintained over the time period studied.

A-0181. Zinner, E. M. A Multi-Level Investigation of Intraesophageal Air Pressures During Phonation in Laryngectomized Speakers. Case Western Reserve U.

The purposes of this study were as follows: (1) to quantify the pressure increments within the esophagus during phonation, (2) to determine their uniformity throughout the esophagus, and (3) to determine their stability.

The subjects were eleven laryngectomees ranging in age from 49 to 71 years. They performed seven tasks which included (1) maximum "ah" duration, (2) maximum "pa" duration, (3) maximum "ah" intensity, (4) maximum "ah" repetition, (5) maximum "pa" repetition, (6) phonation of "ah" on demand, and (7) speaking monosyllabic words. One air intake was permitted prior to each of the several trials in each task.

Intraesophageal pressure (peak) increments were obtained by using three water-filled polyethylene tubes which were connected to transducers that were attached to a chart recorder. These were placed at the levels of 29, 35, and 41 cm. from the nares to permit pressure measurements in each third of the esophagus.

Analysis of variance was employed to test the hypothesis of nonsignificant difference in the *pressure* data factors of *levels, trials,* and *words,* and in the *performance* data *trials* factor. Pressure values were expressed in mm./Hg. Significance was tested at the .05 confidence level. T-tests were subsequently employed where F-ratios were significant.

The statistical results were (1) a significant *levels* factor, except in maximum "ah" and "pa" durations, (2) non-significant *trials,* (3) a significant *word* difference, and (4) non-significant *performance trials,* except in the repetition of "pa."

Both the pressure and performance data indicated marked reliability except in repetition of "pa" where mandibular movement may have increased phonation control.

A-0182. Zubick, Howard H. The Relationships Among Speech Reception Threshold, Auditory Discrimination, Speaker Intelligibility, and the Total Number of Articulation Errors in a Geriatric Population. Michigan State U.

This study was concerned with the relationships among speech discrimination, articulatory precision, and speaker intelligibility. An objective means was needed to determine, from scores obtained on a test of discrimination, that point at which articulation and intelligibility begin to show signs of deterioration.

Twenty-four adults over the age of sixty participated in the study. The subjects were divided into four experimental groups of six individuals each, representing four levels of discrimination scores: 90-100%, 80-89%, 70-79%, and 60-69%. Selected items of a standardized test of articulation were administered to each subject by a panel of three judges. The subjects then recorded selected lists of a multiple-choice intelligibility test; these recordings were played to a panel of eight listeners.

It was found that as discrimination scores decreased, there was an increase in the total number of articulation errors. A significant increase was found in the total number of articulatory errors between the 90-100% and the 80-89% levels and between the 80-89% and the 70-79% levels. A significant increase was not found between the 70-79% and the 60-69% levels. The most common articulatory error was distortions followed by substitutions and omissions.

It was found that speaker intelligibility ratings decreased as discrimination scores worsened, a fact leading to the conclusion that individuals with lowered discrimination scores have less intelligible speech. Intelligibility scores and the total number of articulatory errors were found to be significantly related. Individuals possessing high intelligibility ratings were those found to have the least number of articulatory errors.

Abstracted by Leo V. Deal

THEATRE

A-0183. Al-Khatib, Ibrahim Ismail. An Annotated Translation of the Play *Shahrazad* by Tawpiq Al-Hakim. Southern Illinois U.

The dramatic works of Tawpiq Al-Hakim are virtually unavailable in the United States, whereas some of his plays have already been performed in many European theatres. The main purpose of this study, therefore, was to overcome this lack of information by translating *Shahrazad,* one of Al-Hakim's best plays.

The study itself was divided into two parts: the first part encompassed a biography of the playwright, a critical evaluation of his dramatic art, and an extensive analysis of the play *Shahrazad.* The second part included the playscript of *Shahrazad* translated from the Arabic text. However, the translator went so far as to adapt some parts of the text in order to make the playscript suitable for production in the American theatre.

Shahrazad is a semi-symbolic play in seven scenes. The theme is adapted from the book of tales called *A Thousand and One Nights* (better known as the *Arabian Nights*). The play concerns a King who was hurt by the lack of sincerity in his wife, and who decided, therefore, to marry a virgin every night and kill her in the morning.

The theme of the play deals with the problem of "space" to which all major characters and actions in the play are attached. Al-Hakim tries to show that man, wherever he moves, is always tied to "space" and always returns to the same place in "space" from which he started. He seems to say that man is not moving, but the earth itself is revolving. Shahrazad symbolizes earth, and all characters, wherever they move, are merely making a circular motion relative only to her representing the motion of humanity relative to nature.

A-0184. Ayers, David Hugh. The Apprenticeship of Robert Anderson. Ohio State U.

This dissertation represents the first full-length critical consideration of the works of Robert Anderson. Its twofold purpose was to present a professional biography of the playwright and to provide explication of his major works through an examination of his artistic development and by inclusion of the dramatist's comments and reflections on his life and career. The study focused on the apprentice phase of his development and its culmination in *Tea and Sympathy*.

Chapter I was devoted to the playwright's formative years and dealt with personal relationships and experiences in boyhood and college which helped to shape his life and work. Also considered in this section were the extant college plays, which were summarized and examined for evidence of dramaturgic growth and for early indications of themes that reappear in later works.

Chapter II was concerned with the analysis of two plays written during his Naval service, *Come Marching Home* and *Boy Grown Tall.*

Chapter III treated the dramatist's life and work between the time of his separation from the Navy in 1945 and the final completion and Broadway production of *All Summer Long* in 1954, but excluded consideration of *Tea and Sympathy* which opened in 1953. Since the latter play denotes the beginning of Anderson's professional career in the theatre, and represents the point of convergence for many of the developmental and thematic trends of the apprenticeship, this work was treated separately in Chapter IV. The final chapter was concerned with the plays and biography since *Tea and Sympathy* and with additional developments noted in the master works, which have to do with maturation of attitudes and increased freedom of dramatic expression.

A-0185. Bahs, Clarence W. The Effect of the Nature and Degree of Body-Cathexis on Pantomimic Movment. Bowling Green State U.

A review of recent psychological literature has provided evidence that some of an individual's ability to perform certain skills could be influenced by "body image"—the way in which a person perceives his body.

The purpose of this study was to measure the effect of (1) the *nature* of body-cathexis (body satisfaction) and (2) the *degree* of body-cathexis (body consciousness) on subjects' abilities to use their bodies to project a meaningful pattern of movement.

Subjects for the experiment were selected on the basis of their combined scores on a homonym test (a measure of body consciousness) and a body-cathexis test (a measure of body satisfaction). Judges' ratings of these subjects' abilities to effectively perform a pantomime were used as the criterion measure. The data obtained from this criterion measure were submitted to a two-dimensional analysis of variance: (1) body-cathexis (body consciousness and body satisfaction) scores and (2) the sex of the performer.

A number of conclusions were reached regarding the relationship of body-cathexis to subjects' abilities to perform pantomimic movement. First, this study provided additional support to previous research in successfully isolating the personality of the performer from a normal population. Second, this study made it evident that personality characteristics do affect performance abilities. Although males' abilities to perform a pantomime were affected by neither the *degree* nor the *nature* of body-cathexis, females' abilities to perform a pantomime were affected by the *nature* of body-cathexis. In other words, a female's ability to use her body as a communicative instrument is related to the degree to which she is satisfied with her body. Third, this study made it apparent that theatre researchers would find it valuable to re-examine their definitions of the performing personality in terms of skill related activities.

A-0186. Bladel, Roderick LeRoy. An Analysis of Walter F. Kerr's Theatrical Criticism: 1950-1969. U. of Michigan.

The purpose of this study was to discover Walter F. Kerr's criteria for evaluating playwriting, acting, directing, and design. The criteria were found in his theater reviews, books, magazine and Sunday newspaper articles, and in his correspondence with the author.

Kerr is an impressionist and a relativist. His guiding principle of reviewing is to demand what a play or production "teaches" him to demand. Judging a traditional form, his criteria are traditional. He believes some of the finest modern plays cannot be categorized traditionally. He judges such unclassifiable plays on a basis of the playwright's thought, his establishment of tone, structure, characterization, and language. These elements should be composed with such intuitive authority that they achieve a "personal form." He finds this quasi-mystical authority in acting and directing as well as in playwriting, an intuitive control which makes normally objectionable materials unaccountably satisfying. He evaluates acting, directing, and design on the basis of the artist's concept and his technical execution of that concept. In his reviews he is so influenced by specifics that generalizations within his theoretical writings sometimes have limited application to his practical criticism.

He seems to be searching for a flexible aesthetic which will assure the artist and the critic maximal freedom without casting aside those principles which tradition may helpfully offer. Because of his aversion to formality and to concise definitions, he has been somewhat less clear and convincing in his discussion of drama in general than he has been in his judgments of particular plays.

A-0187. Burns, Warren T. The Plays of Edward Green Harrigan: The Theatre of Intercultural Communication. Pennsylvania State U.

This research was centered upon nineteen unpublished plays written and produced by Edward Green Harrigan between the years 1879 and 1891. His characters and his subject matter were drawn chiefly from the immigrant Irish and Germans, and the native New York Negroes, as well as the newly arriving Italians, Slavic Jews, and Chinese. In some literary circles Harrigan was called "the Bowery Dickens."

This work sought to answer the questions of how Harrigan dealt dramaturgically with the problems of ethnic diversity in the production of popular theatre presentations and in suggesting means by which communication across cultural barriers might be rendered effective.

Replies were offered to the following questions: What were the texts of the plays? What were Harrigan's philosophies and practices of theatrical presentation? What kinds and degrees of success did the plays achieve? What were the problems of diversity among his characters? What were Harrigan's views concerning these various groups? What means did he use to get their common understanding?

The primary conclusions drawn from this research project were that success in intercultural communication is fostered by a depth of knowledge about a particular culture; by a working acceptance of the ways of that culture; by an avoidance of attitudes of ostentation, condescension, or censoriousness; by a subtle demonstration of any honestly felt admiration or approval; by a reasonably optimistic attitude which offers belief in the possibility of betterment; and by an attitudinal approach composed of a blend of realistic candor and quiet compassion.

A-0188. Buzecky, Robert Conrad. The Bancrofts at the Prince of Wales's and Haymarket Theatres, 1865-1885. U. of Wisconsin.

The purpose of this study was to ascertain the contribution of Squire and Marie Bancroft to the realistic movement in the English Theatre of that time. A historical treatment of their joint managership of the Prince of Wales's and Haymarket Theatres was undertaken.

The data were assembled from available books, periodicals, newspapers, and unpublished works, then evaluated for their pertinence to the subject. The data found acceptable were arranged chronologically.

The findings led to the conclusion that the Bancrofts' contribution was not that of innovation in theatrical realism or great progress. Their theatrical practices caused them, rather, to consolidate the realistic elements encountered in their experiences.

The greatest influence upon the Bancrofts was the playwright Tom Robertson. Together with the Bancrofts he encouraged actors to tone down their exaggerated manner of playing, directing them instead toward ensemble acting. The Bancrofts and Robertson also made scenery appear as realistic as possible.

This realism was imitated by other managers, which in turn brought solidity and strength to the growing movement of realism in Victorian England.

After Robertson's death, the Bancrofts repeated the techniques developed with him, but halted their experimentation. The formula was duplicated continually until the Bancrofts retired in 1885. Their practices, sadly cliché-ridden by the end, had brought them great wealth. By never deviating from their early methods of production, they had, unfortunately, removed themselves from the mainstream of theatrical progress. Nevertheless, they were instrumental in aiding realism to become the dominant theatrical form in England.

A-0189. Carroll, William Dennis. Experiment and Innovation in Australian Theatre Since 1915. Northwestern U.

This study's purpose was an historical examination of the growth of the indigenous Australian theatre since 1915, and it concentrated particularly upon the playwriting and methods of staging that were innovative and experimental. Among the theatres and theatre companies discussed were the Pioneer Players, the Sydney Community Playhouse, and the Jane Street Theatre. Among the dramatists, the chief works of Louis Esson, Sydney Tomholt, Douglas Stewart, Patrick White, and others were considered in some detail. The organization of the dissertation was chronological, with five chapters including a brief introductory chapter on the history of the colonial theatre in Australia to 1915, and a final chapter which isolated broader social factors which have influenced innovation and experiment in the theatre.

Clark, Vera F. The Rhetoric of W. H. Auden's Verse Plays. *See* A-0023.

A-0190. Cook, Victor R. The Neidhart Plays: A Social and Theatrical Analysis. U. of Florida.

The purpose of this study was to expose the social and theatrical significance of four of the five extant late medieval German dramatic works based on the legendary character of Neidhart. The works, translations of which appear in the Appendix, are the fourteenth century *St. Paul Neidhart Play,* the fifteenth century *Greater Neidhart Play, Lesser Neidhart Play,* and *Sterzing Scenario.* The four plays have no known authors. All, along with a contemporary medieval legend titled *Neidhart Fuchs,* are based on the life and poetry of the thirteenth century poet, Neidhart von Reuental.

The Introduction and Part One of the dissertation were concerned with the defense of the social study of dramatic literature and the application of current anthropological and sociological analytic methods to the examination of the Neidhart plays. Part Two was concerned with the plays as works of theatrical art. The history of their theatrical antecedents was treated and salient features of their dramatic and theatrical forms were exposed.

Results of the study of the Neidhart plays included the following. First, it was found that the plays not only represent an expression of the late medieval world-view, but stand as records of an older and ongoing social dilemma, namely, the conflict between peasant and warrior. The medieval interest in this conflict presaged the sixteenth century Peasant's War in Germany. Secondly, the theatrical significance of the plays was found to be considerable. *The St. Paul* and the *Greater Neidhart* are, respectively, the earliest and the longest medieval secular plays in the German language. The *Lesser*

Neidhart is a typical fifteenth century *fastnachtspiel,* and the *Sterzing Scenario* is an early secular scenario.

A-0191. Davis, John Benjamin, Jr. A Stylistic Analysis of the Comedies of William Congreve. Northwestern U.

This study was an attempt to develop a systematic analysis of Congreve's style by comparing it with the style of other major dramatists of his time (Wycherley, Etherege) and by studying its development within Congreve's own comedies.

As Congreve developed a mature style, he employed structural elements common to Wycherley and Etherege at their best, though Congreve concentrated attention on the effect of completed action on the characters rather than on the action itself. Like Etherege and Wycherley, Congreve made use of sentence length, imagery, and word orgin (*i.e.,* French, Latin, etc.) as aspects of characterization; he employed rich tone color, and a consequent deëmphasis on overt displays of alliteration, assonance, rhyme, and other obvious poetic devices. He employed a predominance of speech units under two lines of length in print, and made considerable use of antithesis, parallelism, and cataloguing in establishing syntactical balance.

He differs from Etherege and Wycherley in other respects—his line is the most "literary" of the three, and his greatness lies in his ability to make the literary felicity of his style capable of being apprehended not only by the silent reader but by the listener as well. Balance is attained by a blend of stylistic elements, including those mentioned above, coupled with strong medial caesuras to separate complementary phrases, and stress or metrical patterns.

Abstracted by WALLACE A. BACON

A-0192. English, Alan C. A Descriptive Analysis of Harold Pinter's Use of Comic Elements in His Stage Plays. U. of Missouri, Columbia.

This investigation examined Harold Pinter's dramaturgy and the elements of comedy in his stage plays in order to show how he creates the mysterious, comic effect that is often associated with his work. The study comprised three major divisions. First, conclusions were drawn about Pinter's comedy by discussing his relationship to the theatre of the absurd and more importantly, to J. L. Styan's philosophy of dark comedy. Styan's philosophy—that playwrights seldom deal strictly with comedies or tragedies in the twentieth century, but rather tease and torment an audience by being intentionally confusing, contradictory, and ambiguous—was seen as a basis for understanding Pinter. Second, after an examination of Pinter's unusual playwriting approach, it was demonstrated that his ability to create feelings of helpless terror is a result of the inability of the audience to analyze the action of his plays rationally. Third, each of his stage plays was examined in order to decipher the comic qualities inherent in Pinter's use of situation, character, and dialogue.

Because of Pinter's strange manipulation of situation, character, and dialogue, his plays shift suddenly from the comic to the tragic; from the ridiculous to the pitiful. The laughter induced by Pinter's plays is frustrated, uncertain, anticipatory, fearful, remorseful, and anxious. On occasion, he may stifle an impulse to laugh by inducing embarrassment, fright, or sympathy in his audience. The result in these cases is often a tense, uneasy, and pitying laughter—the kind of laughter that might exist in Pinter's world, itself.

A-0193. Falk, Robert F. A Critical Analysis of the History and Development of the Association of Producing Artists (APA) and the Phoenix Theatre (APA-Phoenix), 1960-1969. Wayne State U.

The purpose of this study was to record the history of the Association of Producing Artists (APA) from its beginning in 1960 through its association with the Phoenix Theatre in 1966 as the APA-Phoenix, to their ultimate demise in 1969.

Ellis Rabb, an actor and director, organized the APA as an itinerant company of actors dedicated to the performance of classic plays utilizing the repertory scheme of performance.

Over the years the APA and the APA-Phoenix presented a varied repertory of outstanding classic plays, several revivals of American plays, and a number of little known works of European playwrights. However, while in New York City, the mounting pressures of financial difficulties, along with certain internal personal and professional differences, plagued the company. An annual operating deficit in the hundreds of thousands of dollars ultimately resulted in an accumulated deficit in 1969 of over $800,000. In March, 1969, the Board of Theatre, Inc., the non-profit organization that supported the APA-Phoenix, decided to terminate the association after the completion of the 1969 New York engagement. The decision was made because of the Board's determination that the mounting deficit was impossible to fund within the current economic structure of subscription audiences, foundation grants, and minimal government support.

Despite its failure to solve the economic and artistic problems, the APA and the APA-Phoenix made a significant contribution to the idea of repertory theatre and made an indelible impact on the contemporary American theatre scene.

A-0194. Fisher, Lawrence Frederick. A Descriptive Study of the Acting Career of James O'Neill. U. of Michigan.

Eugene O'Neill's autobiographical play, *Long Day's Journey into Night,* depicts the playwright's deceased father as a once potentially brilliant classical actor who forsook pre-eminence on the American stage for popular success in the romantic repertoire, mainly characterized by his appearance as Edmund Dantes in *Monte Cristo,* a role which he performed some six thousand times over a span of thirty years. Although the success of *Long Day's Journey into Night* has contributed to a popular conception of James O'Neill, an examination of the records and reviews which document his career indicate that Eugene's portrait is not a wholly accurate one. It was the purpose of this study, therefore, to determine the place and significance of the acting career of James O'Neill in relation to the theatrical milieu in which he worked, and refute, when necessary, any myths which have come into popular acceptance since the time of his death in 1920.

That he never fully realized his initial potential as a great interpreter of the classical repertoire because of a too lengthy association with *Monte Cristo* seems unfounded; for (1) his early promise as a classical actor was not exceptional, (2) the limitations of his repertoire, which both he and Eugene later blamed on *Monte Cristo,* had been established for at least a decade before he first appeared as Edmund Dantes, and (3) had James O'Neill never played the Count of Monte Cristo, he would more than likely still have become known as a popular romantic actor of melodramatic vehicles.

A-0195. Gary, Denys J. The Modern French Theatre: The Catholic Plays of Henry de Montherlant. Louisiana State U.

Henry de Montherlant, a prolific writer, established himself as a novelist and poet before gaining prominence as a playwright. Early in his career he gave promise of becoming a champion of the Catholic intellectual movement of the 1930's, but his rejection of traditional Catholicism and his preoccupation with the mores of ancient Rome abruptly severed his ties with religious and political causes.

Yet, Montherlant continued to write religious plays. This dissertation was concerned with three such plays which Montherlant calls his "trilogie catholique": *Port-Royal, le Maitre de Santiago* and *la Ville dont le Prince est un Enfant.* It included two background chapters, one on the theatre in modern French culture, and one on Montherlant the playwright.

Chapter III studied the Catholic nature of each of the plays in the trilogy, and the conclusion showed that in spite of the pessimism, nihilism, and rigorism evident in each of the plays, there is ample reason to accept them as Catholic plays since they demonstrate one particular aspect of Christianity, namely, its asceticism.

The principal characters in the trilogy discover God as a manifestation of *le neant* (nothingness), a concept borrowed from both Christian and Roman philosophy.

A-0196. Glenn, George David. *The Merry Wives of Windsor* on the Nineteenth Century Stage. U. of Illinois.

The purpose of this study was to examine the stage history of *The Merry Wives of Windsor* in the nineteenth century. Seven representative English and American productions were selected for study: those of Frederick Reynolds, 1824; Madame Vestris, 1840-48; James H. Hackett, 1838-69; Charles Dickens, 1848; Charles Kean, 1851; Augustin Daly, 1872-98, and Sir Herbert Beerbohm Tree, 1889-1916. The original production promptbooks made up the primary source for the study of each production. The promptbooks were supplemented by criticism and reviews in contemporary journals, playbills, biographies, pictures, etc. For each production a study was made of textual manipulations, staging, acting, scenery, and audience reactions.

At the beginning of the nineteenth century the theatre-going public demanded spectacle, melodrama, and music. Frederick Reynolds catered to that demand with his "operatic" production of *The Merry Wives.* Madame Vestris followed it almost to the letter in her own productions of the play.

No promptbook is known for Charles Dickens' amateur production in 1848. Critics praised the production for the intelligence of its cast and its emphasis on ensemble acting. Three years later Charles Kean was credited with "restoring" the text and removing the music. He also introduced a new style of acting.

From 1838-1869 James H. Hackett, the greatest American Falstaff, toured his moralistic version of the play. Augustin Daly's *The Merry Wives* in 1872 had the most fully restored text since the Restoration. Beerbohm Tree did the same and more in England, with spectacle, frantic stage business, and himself as Falstaff. The century thus ended much as it had begun, with the emphasis on spectacle rather than Shakespeare.

A-0197. Goldberg, Moses H. A Survey and Evaluation of Contemporary Principles and Practices at Selected Eupropean Children's Theatres. U. of Minnesota.

An examination of the relatively established children's theatre tradition in Europe was carried out to study artistic, psychological, pedagogical, and financial principles. Twelve theatres were visited, half from Socialist nations.

Interviews and observations suggested the following principles.

(1) The more theatre for children is regarded as entertaining art, the more effective it seems at achieving psycho-social goals; conversely, the more it is regarded as developmental, the less effective it seems at accomplishing this very purpose.

(2) Special artistic techniques for children include an emphasis on visual communication that is still complex, variety in styles and media, and sincerity in character portrayal.

(3) Division of children into appropriate age groups and coordination between theatre and schools is the work of the "pedagogue"; the use of the theatre to teach specific content, such as patriotism, is controversial; such didacticism guarantees governmental support, however, and is rarely blatant.

(4) Children are susceptible to identification with onstage models and subsequent imitation of their behaviors; the effects of evil, violence, invariable happy endings, conflict with authority figures, etc, are discussed, but untested.

(5) Income derived from ticket sales averages 51 per cent in Western Europe, and 20 per cent in Eastern; the greatest problem facing managers is maintaining a high positive image—among both artists and the public; an excess of support for the theatre as a social welfare institution can destroy its artistic image.

(6) A proper balance between entertainment and education, with the former dominant, and a balance between idealism and realism are both necessary additions to American thinking about children's theatre.

A-0198. Goltry, Thomas Scott. An Experimental Study of the Effect of Light Intensity on Audience Perception of Character Dominance. U. of Wisconsin.

The experiment was designed to investigate extant theory concerning perceived character-dominance-by-placement, and to determine the effect of increased light intensity on audience perception of the dominance of the subordinate-character-by-placement. Information was also sought concerning tension felt by the subjects when making dominance ratings of characters lighted against expectations.

Two-character stage groups involving differences in level, body position, and shared dominance were viewed under lighting conditions in which the subordinate-character-by-placement was more brightly lighted for each experimental group. Subjects were asked to assign a line they heard from offstage to the character they felt should have said the line. Following this choice of character, subjects rated the subordinate-character-by-placement on seven semantic differential scales concerning dominance, and one scale concerning felt tension. Binomial choices of who said the line were subjected to the Friedman Two-Way Analysis of Variance by Ranks. The dominance ratings were subjected to a two-way analysis of variance, as were the felt tension ratings.

Major conclusions were (1) extant theory concerning dominance-by-placement is correct, (2) increased light intensity on the subordinate-character-by-placement increases the perceived dominance of that character, (3) slight increases of light intensity cause more felt tension than do large ones, and (4) light intensity as a means of controlling dominance is more or less effective depending upon what contributes to perceived character dominance in the stage group, level or body position.

A-0199. Graham-White, Anthony. West African Drama: Folk, Popular, and Literary. Stanford U.

The different forms of drama to be found in West Africa were surveyed with frequent comparisons from elsewhere in Africa. The belief that, as yet, most African drama has been of sociological rather than literary or theatrical interest determined the emphasis in tracing the development of a literary drama. While most theatrical activity in the French colonies was officially sponsored, that in the English colonies was developed by the Africans themselves.

While shifts in attitude can be clearly traced, the dominant metaphor in African drama throughout the colonial period is one of blending European and African, modern and traditional values.

The approach of independence was accompanied by a tremendous increase in theatrical activity in the English-speaking countries, due in part to the vigorous sponsorship of drama at the Universities of Ibadan and Ghana and to improved chances of publication. There has, however, as yet been no period of great innovation. Especially acute is the problem—seen most clearly in the popular Nigerian chapbook plays—of the absorption of the literary styles of an alien language. Almost no plays in French have appeared since 1960. The probable reasons for this malaise include the nature of the inherited educational structure, and the seeming unsuitability of the aims and techniques of the *négritude* movement to dramatic expression.

This survey of the development of literary drama was followed by a critical discussion of the plays of the two leading African dramatists, John Pepper Clark and Wole Soyinka. A further chapter was devoted to the popular Yoruba folk operas. They offer a truly indigenous style of writing and performance and seem to be becoming a major influence on drama in English.

The conclusion noted the similarities between the literary scene in Renaissance England and that in contemporary West Africa. An annotated bibliography, covering the drama of all black Africa, included almost four hundred published plays, over four hundred entries devoted to folk drama and related topics, and over five hundred on literary and popular drama.

A-0200. Green, Richard L. The Shakespearean Acting of Edwin Forrest. U. of Illinois.

From the early 1820's to 1872, Edwin Forrest acted in the plays of Shakespeare. The purpose of this study was to evaluate Forrest's Shakespearean acting.

The primary sources used were promptbooks, comments by actor-observers, critical reviews, and the descriptions of Forrest's older biographers.

To measure Forrest's Shakespearean acting, his performances of Othello, King Lear, and Hamlet were reconstructed. Each reconstruction was prefaced by notes on Forrest's use of the role throughout his career, his text, costume and makeup, and the promptbooks.

Forrest's conceptions of these roles were carefully worked out, and once determined, they did not alter radically throughout his career. His conceptions were limited by his own temperament. He did not seem to understand that the conflicting emotions of jealousy and love governed Othello's actions and made him a universal tragic figure; he made Othello's jealousy the all-pervasive passion. He evidently did not comprehend the dilemma of Hamlet's indecision and inaction. The Lear of his later years, however, was a masterful portrayal of the complex forces of a tragic world.

In the last twenty-five years of his career, Forrest used his roles to express his personal feelings. The break up of his marriage to Catherine Sinclair, the betrayal by friends, and the mounting attacks in the press on his personal and professional life soured his temper, and he vented his resentment in his acting. He altered *Othello* and used the role to justify himself. His portrayal of Lear as a man who suffered grave ingratitude and who was deeply self-pitying vividly reflected his own feelings.

Forrest's performances were marked by his highly individual style of acting, yet they were bound by traditional methods which dictated the business, the "points," and the reading of lines. Edmund Kean was the inspiration for much of his action and line reading.

A-0201. Hatfield, Douglas P. A History of Amateur Theatre in St. Paul and Minneapolis, 1929 to June, 1963. U. of Minnesota.

The founders of The Minnesota Theatre Company had selected Minneapolis and St. Paul as the site for the Guthrie Theatre, which opened in 1963, because of the desirable theatrical climate. Although there had been considerable prior theatrical activity provided by colleges, the University of Minnesota, and community groups, no attempts had been made to keep a record of those productions. The purpose of this work was to make such a record. It provides a basis for future studies on the effect of the Guthrie Theatre upon the local theatre climate and the cities' entire cultural milieu over a thirty-five year period.

All major local news media printed from 1929 to June, 1963, were examined as were memorabilia of various theatrical organizations. Numerous interviews with persons prominent in local theatre organizations were held and a questionnaire was sent to existing groups. All productions of the period and the numbers of productions given each play were catalogued. A concise history of each group was also compiled.

It was found that amateur theatrical activity increased during periods of economic and social security. The length of life of the non-professional organizations depended substantially upon its leadership. Those longest in existence seemed to divide the responsibilities among several people. The University of Minnesota and some of the colleges were most responsible for creating the theatre-wise audience the Guthrie Theatre found because they provided constant programs of theatre throughout a region extending beyond the state in addition to local performances.

Haushalter, William Roy. The Programming of Platform Artists at the University of Michigan, 1912-1961. ***See*** **A-0025.**

A-0202. Hopper, Arthur B., Jr. Sheldon Cheney: Spokesman for the New Movment in the American Theatre, 1914-1929. Indiana U.

Sheldon Cheney was among the first in America to recognize the merit and to promote the artistic experiments of pre-World War I Europe that led to a twentieth century theatrical renaissance. In eight books and *Theatre Arts Magazine* (which he established in 1916), Cheney became the chief spokesman for ideas which succeeded in reshaping the American theatre. It was the purpose of this study to discover the nature and effect of Cheney's work. It was concluded that through Cheney's analysis, clarification, and encouragement of theatrical experiments he contributed to the breakdown of prejudices against ideas of reform and promoted understanding which made further theatrical experimentation possible and acceptable.

In his writings, Cheney set forth six major concepts that were generally adopted and influential upon the American theatre: (1) the theatre is a synthetic art; (2) the artist-director is the unifying force in theatrical production; (3) a new stagecraft based on the fundamental principles of art and serving the mood and meaning of the play is necessary for artistic expression (4) an independent theatrical organization supported by financial subsidy and audience subscriptions is a prerequisite for experimentation; (5) all significant drama is rooted in native soil and capable of exalting man; and (6) a new approach to theatrical architecture, one suited to the theatre as a fine art, is required.

Cheney was an idealist whose dreams often exceeded practicality, but whose optimistic enthusiasm and courageous pioneering helped shape the American theatre of the twentieth century.

A-0203. Hu, John Yaw-herng. Ts'ao Yü: Playwright of Discontent and Disillusionment. Indiana U.

According to most literary historians, Ts'ao Yü is the greatest writer of Chinese "spoken drama," a form introduced into China during the opening decade of the present century. The present work was the first comprehensive examination of all of Ts'ao Yü's nine full-length plays: *Thunderstorm, Sunrise, The Wild, Metamorphosis, Peking Man, Family, The Bridge, Bright Skies,* and *The Gall and the Sword.* It also treated one of his short plays, *Just Thinking,* which not only marked an important transition in his development as a playwright, but also raised the question of literary influence.

The analysis of each play usually began with a brief expository sketch concerning the circumstances surrounding the work's composition and its reception by the audience. The script itself was then discussed in terms of the major lines of action, the means used to develop them, and their overall significance. On the basis of these analyses, the study concluded that Ts'ao Yü's literary career had been an odyssey in search of a Utopia which had ended in disillusionment. Because of his superb artistry, however, Ts'ao Yü would be likely to increase in stature among the world's dramatists.

The present study included also an Introduction which traced the development of Chinese spoken drama and summarized Ts'ao Yü's life and dramatic career; and an Appendix which gave an act-by-act synopsis of each of the ten plays discussed.

A-0204. James, William Raley. Clay Meredith Greene (1850-1933): A Case Study of an American Journeyman Playwright. U. of Iowa.

It was the purpose of this study to investigate the dramaturgic and vocational practices of an early journeyman playwright. Clay Meredith Greene found his greatest opportunity in providing vehicles for some of the independent star-combination companies which deluged the American stage during the two decades following the Civil War. The result was a steady development of Greene's career as a professional playwright, and a concomitant refinement of the business practices associated with that career.

The study was based largely on the unpublished papers, playscripts, and memoirs of Clay

M. Greene. Additional primary sources which served this study were contemporary newspapers and periodicals, other manuscript collections, and interviews with members of Greene's family. The study followed chronologically the development of Greene's career from its inception on the San Francisco stage in 1871 to its culmination in screen writing in 1916. Investigating the events, transactions, and critical responses associated with production of Greene's plays, the study recorded specific data regarding contractual arrangements, legal problems, dramaturgic criteria and method, and sources of professional contact.

The study also established that tailoring plays for actors on the provincial stage was the source of Greene's financial success, and led directly to his subsequent success on Broadway. Furthermore, the study provided sufficient cause to question two time-honored views: (1) that foreign plays were preferred to American plays by American audiences after the Civil War, and (2) that adequate copyright legislation was the principal cause for the development of playwriting as a career.

A-0205. Kittle, Russell Dale. Toby and Susie: The Show-Business Success Story of Neil and Caroline Schaffner, 1925-1962. Ohio State U.

One of the most important, and most durable, of the tent-repertoire-Toby companies that flourished in the 1920's and 1930's was the Schaffner Players, headed by Neil and Caroline Schaffner. Starting with their own company in 1926 after having appeared with other tent-rep companies, they continued to grow and prosper, culminating their careers with the Farewell Season in 1962. In 1969, the company bearing their names is the last of the tent-repertoire-Toby shows, which at one time numbered at least three hundred operating at the same time.

Day-by-day account books were used as the major source material for tracing the history of the Schaffner Players, together with Bill Bruno's *Bulletin*, a publication devoted to the field from 1928-1930 and 1935-1942, as a major source for the history of the genre.

Beginning with a small company in 1926, the Schaffner Players grew into one of the leaders in the field. By paying careful attention to production, equipment, and the lives and tastes of their audiences as sources for the plays they performed, Neil and Caroline Schaffner's company managed to survive the difficulties that caused most of the other companies to cease operations—the depression of the 1930's, motion pictures, World War II, and television. In doing so they established an unusual rapport with the audiences in the small towns where they played —a rapport amply demonstrated by the accolades they received from those audiences when they made their final tour in 1962.

A-0206. Laurent, Eugene M. Walter Hampden: Actor-Manager. U. of Illinois.

The purpose of this study was to preesnt a theatrical profile of Walter Hampden (1879-1955). The intention was to document the development of his career, and to evaluate his contributions to the American theatre.

The most useful sources were contemporary newspapers and periodicals, as well as the promptbooks, letters, photographs, and financial statements in the Walter Hampden Memorial Library at The Players.

Chapter I dealt with the period during which he was educated and learned his craft working with the Benson Shakespearean company in England.

The second part of Hampden's life, covered in Chapter II, began with his return to the United States in 1907, where after an initial success, he was rejected by the producers. It was not until a decade later that he was able to move toward his goal of performing in Shakespeare.

Chapters III and IV described the periods of his greatest popularity and productivity. Between 1918 and 1936 he formed his own company, toured the United States, leased a theatre in New York, and for seven years offered a repertory of plays to a public which seemed to exhibit the thirst for the classics that Hampden claimed was waiting to be satisfied.

The last stage of his life, covered in Chapter V, was spent almost constantly working, but no longer as a producer. It was during this final period that he worked in films, radio and television.

Using twentieth century techniques in acting, scenic design, and directing, Hampden attempted to produce romantic dramas employing the nineteenth century marketing methods of touring and repertory. Because of his great personal appeal as an actor and because of his up-to-date methods as a director he was able to appeal to a limited audience for a considerable length of time.

A-0207. Leonard, William Everett. The Professional Career of George Becks in the American Theatre of the Nineteenth Century. Ohio State U.

George Becks worked in the American theatre during the last half of the nineteenth century. As an actor and stage manager, he was employed by the outstanding theatre managers of that era. Beck's professional career reflects the trends of the American theatre. In addition, an analysis of Becks's work reveals his contribution to the theatre, especially in his role as a stage manager.

Fortunately, George Becks maintained a record of his work as a stage manager contained in his collection of promptbooks. These promptbooks may be categorized into three divisions: (1) those scripts that contain promptnotes of only George Becks, (2) those that have Becks's work in addition to staging notes by others, (3) scripts that contain no markings or markings by others excluding Becks.

An analysis of this large collection provided extensive information regarding Becks's staging techniques and his position in the theatre as a stage manager. His work as a stage manager was revealed by means of this analysis, which serves to give an insight into the role of the stage manager and the staging methods employed by George Becks.

A-0208. Litto, Fredric M. Edmund Simpson of the Park Theatre, New York, 1809-1848. Indiana U.

After a brief apprenticeship as a strolling actor in British provincial theatres of minor importance, London-born Edmund Shaw Simpson (1783-1848) came to America in 1809 and won immediate popularity acting as a "walking gentleman" at the Park Theatre. As the American theatre developed along with the rest of the country during the mid-nineteenth century. Simpson bought his way into the Park management and shared with Stephen Price the travails and financial rewards which came as a result of their joint entrepreneurship. Their successful stewardship of the Park during two decades of eminence was due less to their artistic taste and innovativeness than to their commercial acumen in luring Europe's chief artists to perform in the United States under their agency. When this novelty wore off, simultaneous with America's depressive financial situation in the late eighteen-thirties, the Park started into a decline from which it never recovered. Price's death in 1840 forced Simpson to struggle alone in the final decade of the Park's existence, and then in 1848, in a series of cataclysms, Simpson lost control of the Park, died of grief a month later, and the theatre itself was burned to the ground by an accidental fire. Thus ended in one year the careers of two prominent elements of the American theatre, elements which were at the very foundation of our present theatre.

A-0209. Loeffler, Donald L. An Analysis of the Treatment of the Homosexual Character in Drama Produced in the New York Theatre from 1950 to 1968. Bowling Green State U.

The study was concerned with the male character who has been labeled as a homosexual by the playwright and who has been presented on the stages of established on Broadway and off-Broadway theatres in Manhattan.

Selected scientific investigations concerning homosexuality over the past twenty years were reviewed. Seventy-five scripts of dramas pertinent to the study were available and were analyzed with consideration of the homosexual's attitude toward himself and the family's attitude and society's attitude toward the homosexual. There was a positive relationship between homosexuality as understood in scientific study and homosexuality as presented by playwrights.

The homosexual character has interchangeably played a major and a minor role in his relation to the theme and plot of pertinent plays of the period. The major trends of treatment of the homosexual character in this period may be identified as the presentation of the homosexual for local color, the off-stage homosexual character, the unidentified homosexual character, the homosexual character as a suicide, the homosexual trying to become heterosexual, the homosexual as a third party in a love affair, the homosexual character as establishing a vanguard for his rights and minority status, and the homosexual character for broad comic effect.

The homosexual character has been presented primarily in his late teens, reflecting the archetypal hero, or in his early forties, reflecting the trauma of the homosexual adjustment to middle age. The speech patterns of the homosexual character have indicated his degree of effeminacy, his mental status, his education, and his individuality.

A-0210. Lokensgard, Maurice Foss. Bert Hansen's Use of the Historical Pageant as a Form of Persuasion. Southern Illinois U.

The purpose of this study was (1) to discover the rhetorical methods used to accomplish the persuasive purposes of Bert Hansen's historical pageants, and (2) to discover the principal propositions of Bert Hansen's historical pageants and the arguments used to secure their acceptance as shown by an analysis of his historical pageant scripts from 1945 to 1964.

Findings related to principal propositions and arguments were classified in five categories which included (1) democratic ideals in community living, (2) religious values in community living, (3) the Indian as a member of society, (4) the Mexican-American as a member of society, and (5) natural resource conservation.

Findings related to the persuasive purposes of Bert Hansen's historical pageants were inferred from the principal propositions. Findings related to the rhetorical methods used to accomplish those persuasive purposes revealed a combined use of those methods. Methods of invention included the discovery and adaptation of ideas to local audiences composed of members of all age groups. Ethical, logical, and emotional means of persuasion were combined for persuasive effect.

Conclusions of the study were: (1) Rhetorical methods may reasonably be recognized as an integral part of the functioning of the historical pageant as an instrument of persuasive communication, (2) Propositions and arguments may reasonably be recognized as a part of the intellectual, emotional, and ethical values associated with the historical pageant as a dramatic medium of communication, (3) The historical pageant as a rhetorical form of communication may reasonably be recognized, in view of its utilitarian functions in some situations, as an instrument of greater persuasive value than the public speech.

A-0211. Londre, Felicia Hardison. A Guide to the Production of Plays in Foreign Languages in American Colleges and Universities. U. of Wisconsin.

Producing plays in their original language has been a practice of foreign language departments in various American universities since 1888. In recent years, over one-hundred institutions have had students engaged in theatrical activity in one or more foreign languages. Since this appears to be a growing field of endeavor, undertaken largely by language teachers having limited practical theatre experience, this study was intended to serve as a guide to solving special problems related to foreign language play production.

The major source of the study was a 1967 questionnaire-survey, filled out by directors of eighty-seven different college groups producing plays in French, German, Spanish, Russian, Italian, Norwegian, and ancient Greek. Tabulation of information received from them provided a clear general picture of current practices regarding foreign language play production in institutions of various sizes and classifications. Conclusions also were based upon the author's own directorial experience with plays in French, Spanish, and English, and upon surveys and experiments in conjunction with French play productions at the University of Wisconsin.

The idea of a dramatic production which has both educational and artistic functions—which is used as a linguistic exercise while at the same time upholding certain standards of theatrical merit—raised philosophical as well as practical questions. Both aspects were treated in such areas as choice of play, budgeting, rehearsals, actor-training, academic credit for participation, technical work, touring, business management, publicity, and the audience.

A-0212. McCracken, Natalie Jacobson. Medieval Mysteries for Modern Production. U. of Wisconsin.

The medieval mystery cycles are read as evidence of quaint attitudes toward the universe, religion and theatre, and produced as curiosities. But these plays had 250-year runs in major cities. It was the purpose of this thesis to examine the extant plays and the evidences of their original productions to learn of their theatricality, as groundwork for their modern production.

The plays presented a realistic world picture, the characters acting as was appropriate to them and their situations. Some scenes were of domestic realism with realistic concerns. Other scenes, concerned with man's relationship to God, were ritualistic. A few scenes were primarily didactic. The protagonist was man; the plot centred on man's relationship to God and the life and death of Jesus.

Successful modern production demands respect for their theatricality, faithfulness to the spirit of the productions: stages which allow contact with the audience, properties and costumes which reflect the medieval love of ornamentation; liturgical and secular music which convey the spirit and much of the letter of the originals; patterns of movement emphasizing the nature of individual actions and their interrelationship. Most significant in any production are the actors: if they approach their characters as worthy of development, they will move easily from laughter to worship and take their audience with them.

There are available several scripts adjusted in length and language for modern production. The final section of this thesis was a creation-through-nativity script made up of plays from the extant cycles adapted for contemporary production.

A-0213. Marchiafava, Bruce T. The Influence of Patriotism in American Drama and Theatre, 1773-1830. Northwestern U.

This study examined the influence of aggressive patriotism on the nascent American theatre. Some two hundred plays were examined, as well as contemporary theatrical records. These were considered within the social, political, and intellectual context of the Revolutionary and National periods.

Chapter One examined the partisan plays written during the Revolution and indicated the beginnings of a native tradition in plays intended as partisan polemics. The remaining chapters considered the treatment of native subjects. The plays presented American military in the beginning for its patriotic value, later for its romantic possibilities. The nation's central problem, creating a national identity, was a frequent concern of playwrights. This problem involved basically a conflict between the aristocratic and democratic attitudes, and drew American playwrights to events in their own country. The delineation of native characters was in large measure based on patriotic rather than realistic criteria.

Some conclusions were that patriotism had a considerable, though mixed, impact on American drama and theatre. Although artistic excellence may have suffered, patriotism encouraged writers to reject imported models and themes in favor of native events, problems, and characters. Writers of "native" plays were led to rely on people and life instead of the stereotyped stories and character of foreign-inspired works. The patriotic tradition was the basis for the subsequent native drama.

A-0214. Martin, Fred Charles. A Critical Analysis of the Society Comedies of Henry Churchill DeMille and Their Contribution to the American Theater. U. of Southern California.

DeMille's four most successful plays were written in collaboration with David Belasco. Through closely analyzing these plays this study attempted a clear reflection of the theater of the 1880's in New York City as it related to American theater history.

Among DeMille's seven plays produced in New York City between 1883 and 1891, *The Wife* (1887), *Lord Chumley* (1888), *The Charity Ball* (1889), and *Men and Women* (1890) were the most critically praised. They occupied nearly permanent position in stock repertoires of the period. Essentially society comedies, the plays contained a consistent treatment of character which formed a unique reflection of the audience and times. Characters possessed of the virtues of self-sacrifice, honesty, devotion, loyalty —plus consciences countenancing only the highest moral principles and beliefs—pursued true love complicated by innocent deception or noble self-sacrifice.

DeMille's characters, largely from established upperclass New York society, required no struggle to make a place for themselves. Their financial advantage raised them above the majority in sophistication, and they were well schooled in the decorum of a society operating according to a definite protocol. Their language remained one of the chief appeals of DeMille's plays, and has been considered humorous and bright, but on occasion too quaint or precious.

The study estimated that DeMille occupied the unique theatrical position as the country's foremost writer of society comedy during his time. His plays furnished a satisfactory mirror of what was popular in American theater near the nineteenth century's close.

Abstracted by Richard J. Kelly

A-0215. Miller, Harvey M. Edwin Justus Mayer: Five Plays of History and Legend. U. of Pittsburgh.

Edwin Justus Mayer, American dramatist and screenwriter, was born in New York City in 1896, and died there in 1960, at the age of sixty-three. Although relatively unknown at his death, eight of his eleven full-length plays had been produced somewhere in the United States or Europe, and one of them, *Children of Darkness,* had been acclaimed as an American masterpiece.

Primarily, this study was an attempt to bring together four plays which comprise Mayer's most significant contribution to the field of drama. Each of the four plays *The Firebrand, Children of Darkness, Sunrise in My Pocket* and *The Death of Don Juan* was included as part of a separate chapter. The plays make up a body of Mayer's work conveniently labeled as legendary and historical plays. An early play, *The Mountain Top,* was included not for its literary merit, but rather for what it has to show about the genesis of Mayer's style. Within the seven chapters of this study each play was put into its historical context: a background of the writing, a history of its production, and any pertinent information available from Mayer's many personal letters.

These plays are all very much concerned with contemporary realities despite the fact that they ostensibly deal with other times and places. One of the major contentions of this study was that the apparent remoteness from the ordinary concerns of a Broadway audience denied Mayer the commercial success that he desired and deserved.

A-0216. Mitch, A. Eugene. A Study of Three British Dramas Depicting the Conquest of Peru. Northwestern U.

The conquest of the Incan empire by Francisco Pizarro has provided the basis for several unique dramas in English. In this investigation three of them were studied: Sir William Davenant's *The Cruelty of the Spaniards in Peru* (1658), the *Pizarro* of Richard Brinsley Sheridan (1799), and Peter Shaffer's 1964 work *The Royal Hunt of the Sun.*

The first phase of the study examined such background material as the lives of the authors, the sources of these plays, the historical era in which each was produced, and influences the plays may have had.

The second phase explored the three plays in actual production. A unifying thread was discovered: the use in all three plays of the full technical resources of theatre. The acting, staging, lighting, costuming, music, and critical response were considered.

The final portion of the investigation looked closely at various treatments of the character of Pizarro in plays about the invasion of Peru. Here, in addition to his role in the three plays previously mentioned, his early depiction in Spanish drama was considered, as well as his portrayal in such minor works as William Sotheby's *The Siege of Cuzco* and Robert Montgomery Bird's *Oralloossa.* This phase also studied the problem of historicity in general as related to drama.

It was one of the important purposes of the study to provide collected information for prospective future producers of either *The Royal Hunt of the Sun* or *Pizarro.*

A-0217. Morday, Aurora Heisecke. Francisco Cascales: A Translation and Annotated Edition of His Views on Drama. U. of Southern California.

The purpose of this study was to translate into English the writings of Francisco Cascales dealing with the theatre, to evaluate his contribution to dramatic criticism, and to throw new light on dramatic criticism of the Spanish Golden Age.

Francisco Cascales, though considered one of the best Spanish literary critics of the 17th century, has remained virtually unknown to English language readers because his works have never been translated. The dissertation includes a translation of several chapters of Cascales' *Tablas Poeticas* related to drama. Also translated was Cascales letter addressed to Lope de Vega—"In Defense of the Comedias and Their Staging"—because this document was used in defense of theatre during a two-century period when the Church opposed theatre on moral grounds. The letter corrects the mistaken view that Cascales was an enemy of Spanish theatre.

Cascales criticized the episodic in Spanish interludes (entremeses) and their disconnection with the plot of the play along which they were performed. For characterization, Cascales advised poets to observe people of different lolocalities. Greatly concerned with clarity of thought and expression, he held that clarity and elegance were synonymous—that lack of clarity results in obscurity and confusion. Cascales disapproved of mixing tragic and comic elements in the same play; and, although he praised the capacity level of Spanish playwrights, he criticized their insufficient regard for the rules of poetry. Cascales admired Lope de Vega's elegance, grace, dash and life, and felt that de Vega had ennobled the drama of Spain.

Abstracted by Richard J. Kelly

A-0218. Nalbach, Daniel F. History of the King's Opera House 1704-1867. U. of Pittsburgh.

This study attempted a comprehensive history of the Queen's Theatre in the Haymarket (renamed the King's Theatre in 1714, and again renamed Her Majesty's Theatre in 1837). The thesis focused upon the years 1705-1867, covering the years the first two buildings were in existence.

Two chapters dealt with the complex circumstances surrounding the building and opening of the two theatres, and the architecture of the two theatres also was considered in separate chapters. The surviving literary and iconographic sources were analyzed in an attempt to give a clear, complete idea of the stage, seating arrangements, and appearance of the exterior of the two buildings throughout the many alterations. A separate chapter discussed the *mise en scène* as it was dependent upon the staging practices of the eighteenth and nineteenth centuries, upon the special requirements of ballet and Italian opera, upon the architecture, and upon the financial administration of the opera. Two chapters traced the artistic and financial policies of the impresarios, and although the thesis focused upon theatrical matters rather than upon musical history, two chapters dealt with the performers and composers whose careers related to the King's Theatre. A final chapter briefly traced the history of Her Majesty's Theatre to the present.

The thesis emphasized the role of the impresario, concluding that successful opera management depends upon more than high artistic ideals and a generous subsidy. Indeed, the "bourgeois" impresarios came nearest to success by appealing to a broader cross-section of the music-loving public.

A-0219. Owen, Mack. The Aesthetic Basis of the Plays of Jean Genet. U. of Michigan.

The milieu of Jean Genet's plays is one in which conventionally accepted moral and ethical ideals are reversed. Frequently compared to certain Saints of the Christian Church in their fanatic devotion to humiliation and mortification as paths toward redemption, the typical Genetian character is degraded, rejected, and dishonored by the world. Thus exiled, he succeeds in establishing for himself his own sense of worth by creating a consistent moral and ethical code on which he bases his behavior.

The dramas were explored using the inductive critical approach proposed by Ronald Salmon Crane in *The Languages of Criticism and the Structure of Poetry,* in which the "actual final cause" of the works is sought by discovering (1) what kind of human experience is being imitated; (2) what possibilities of language and poetic expression are being employed; (3) what structural mode of representation is being used; and (4) what particular sequence of expectations and emotions relative to the successive parts of the drama is being used to evoke and resolve response.

In each of the plays examined, certain consistent themes are developed in the character's search for his moral goal: (1) negation, in the form of Existentialist nihilism, is necessary for the existence of any positive truth, (2) the nature of man is often seen most clearly in his self-created image, (3) a ritualized performance, completes a mystical transformation for the individual who created the image, (4) the observation of such a ritual makes purgation possible for the observer.

Pattison, Sheron J. Dailey. An Analysis of Readers Theatre Based on Selected Theatre Theory with Special Emphasis on Characterization. *See* A-0028.

A-0220. Paul, Charles Robert. An Annotated Translation: *Theatrical Machinery: Stage Scenery and Devices* by George Moynet. U. of Southern California.

The purpose of this study was to make available to a larger group of readers an important source of information regarding staging techniques in Europe during the latter part of the nineteenth century and to evaluate the contribution of George Moynet to the history of theatrical machinery and devices.

Although Moynet's *Theatrical Machinery: Stage Scenery and Devices* had been translated in its entirety his accompanying 130 illustrations had not been reproduced. No published translation of the whole work could be discovered. Moynet's work, apparently unpublished heretofore in English, was summarized in this study in order to supplement an apparent paucity of detailed information in English on staging practices in the great theatres of Europe in the late nineteenth century.

Moynet's work, divided into two parts, discussed a plethora of current equipment and practices ranging from basement complexes to the stage floor, the flies, and the variegated machinery for flying and stage trickery. Chapters on the construction of scenery, scene painting, lighting, and special sound and optical effects were also documented by Moynet. The study indicated some reserve on Moynet's "rather generalized" chapter on lighting, as well as a digressive chapter on scene painting.

A special familiarity of Moynet's was the Paris Opera House.

The study evaluated George Moynet's contribution to nineteenth century stage machinery to lay in his writing of it; he was its informal historian.

Abstracted by Richard J. Kelly

A-0221. Pixley, Edward E. A Structural Analysis of Eight of Sean O'Casey's Plays. U. of Iowa.

This study offered structural analyses of eight of Sean O'Casey's full-length plays, including

The Plough and the Stars, with its distinctive character revelation, and the more experimental post-Abbey plays, excluding the rhetorically structured *Star Turns Red* and *Oak Leaves and Lavender.*

Using R. S. Crane's organic approach to structure, the writer assumed each play to be a purposefully organized poetic entity and constructed flexible hypotheses from internal cues, testing their viability against the text and rejecting any which left significant elements of the play unexplained.

The study revealed the following synthesizing principles: In *The Plough and the Stars,* characters destroy themselves by failing to adapt basely motivated actions to increasing social demands. *The Silver Tassie* reveals a character driven to destruction by selfishly motivated reactions of others. *Within the Gates* shows Jannice personalizing the stock responses of a morality-pastoral universe. In *Purple Dust,* Poges waywardly destroys himself, insisting that an individualized universe adapt to his demands. *Red Roses for Me* shows Ayamonn guiding other characters to react to his vision. In *Cock-A-Doodle Dandy,* Michael discovers, too late, the destructive consequences of his purging. In *The Bishop's Bonfire,* the community represses its rebellious spirit, oblivious to its loss. In *The Drums of Father Ned,* vitally inspired youth successfully supplant their bigoted elders.

O'Casey experimented with shifting contexts to reveal the consequences of actions, using reaction patterns to structure plots, using stock generic contexts to reveal character, and mixing styles to heighten emotional effect and reveal character.

A-0222. Potts, Norman B. The Acting Career of James Fennell in America. Indiana U.

The purpose of this study was to identify and appraise James Fennell (1766-1816) as an American actor within the perspective of theatrical activities of his generation. Contemporary newspaper accounts and criticisms, records, diaries, and autobiographies were used as primary sources.

Research findings indicated that Fennell was probably the first American actor to exploit his talent for non-theatrical ventures. He continually sought wealth through business enterprises, especially refining salt from sea water, and earned the necessary capital by acting. His handsome physical prowess, emotionally expressive voice, and ability to communicate character essences, particularly in tragedy, assured him enthusiastic and paying audiences.

Fennell began professional acting in Edinburgh, Scotland, in 1787. Initial successes were followed with major characterizations in London and the provinces before he renounced the theatre in 1791 for speculative interests. Faced with financial crisis, however, Fennell sailed to Philadelphia to perform at Thomas Wignell's new Chestnut Street Theatre. There he played lead roles during the 1793-1794 season. His appearance schedule then became sporadic: prematurely halted engagements in New York during 1797, 1799, 1800, and 1801; completed seasons in Philadelphia in 1798 and in New York's Park Theatre for 1802 and 1803; and various starring enactments from 1806 through 1815.

Although Fennell acted only a combined total of four and one-fourth years of his twenty-six in America, he gained a remarkable reputation as an actor. His unsavory commercial practices, however, encouraged some abusive criticism and lessened his influence on American theatre. He died a pauper.

A-0223. Rabby, Llewellyn B. An Analysis of Perceptual Confusions Among Sixteen English Consonant Sounds in a Theatre. U. of Kansas.

This study investigated the intelligibility and confusions among 6 English consonant sounds, [b, d, g, p, t, k, ð, z, ʒ, v, θ, s, ʃ, f, m, n], in various seating areas of a prosecenium theatre.

The consonants, followed by the vowel [ɑ] (as in "pot), formed 16 nonsense syllables which were taped in a randomized list of 256 stimuli by an experienced male actor. The stimuli were played to fifteen trained listeners whose hearing was screened. The listeners sat at one of fifteen seats in the test theatre and transcribed the stimuli. The experiment was presented twice with listeners at different seats.

Since data from the two experiments were similar, they were pooled for each seat and analyzed for confusion and intelligibility differences. Statistical tests indicated that identifications of the syllables occurred at all seats at better than chance levels.

Pooled data indicated that the largest number of confusions and the lowest intelligibility occurred within a group of five consonants, [θ v, ð, b, f], ranked in order from least intelligible. The most frequent confusion was the [f] for the [θ].

Statistical differences existed between responses from certain theatre areas. As distance between loudspeaker and listeners increased, intelligibility decreased and confusions increased. Listeners in the side areas of the theatre attained higher intelligibility and fewer confusions than listeners in the center of the theatre.

Acoustical measurements included reverberation time, ambient noise, theoretical reflection patterns, and theoretical initial-time-delay gaps at each test seat. No regular relationships were noted between the inter-seat intelligibility or confusions and the acoustical measurements.

A-0224. Radliff, Suzanne P. A Study of the Techniques of Adapting Children's Literature to the Stage. Bowling Green State U.

Current theorists on children's theatre lament the lack of literary merit in plays written for children. This study critically investigated techniques of adaptation in plays for children.

The scripts chosen were based upon three literary sources: seven on Lewis Carroll's *Alice's Adventures in Wonderland* and *Through the Looking-Glass;* six on the folk tale of *Hansel and Gretel;* and seven on Mark Twain's *The Adventures of Tom Sawyer.* The scripts first were compared with the original source in the areas of plot structure, characterization, dialogue, and special effects to discover what modification playwrights made to place the narrative source on stage before a child audience. Second, each script was analyzed for its dramatic structure to determine how well the playwrights integrated those modifications into the structure of the dramatic work.

Each of the twenty scripts in this study displayed major weaknesses in dramatic structure. The most common fault was that the dramatic action was interrupted by devices meant to entertain children, such as games, songs, dances, scenes of supsense, jokes, and rhymes. A second fault was that words, characters, and actions from the original source were included with little dramatic justification. The dramatic works principally lacked coherence.

Through a critical investigation of twenty adaptations for children, this study gained concrete evidence to support the generalization that plays for children's theatre lack literary merit. The investigation pointed out specific errors which are being made consistently in adaptation for children so that better dramatic literature for children may be written soon.

A-0225. Reynolds, Christopher Macdonald. Personality Traits of Approving and Disapproving Responders to Controversial Theatre Material. U. of Michigan.

The purpose of this study was to develop an instrument to measure approval-disapproval of controversial theatre material: stage actions, language, and themes; and to explore the relationship of personality variables to this approval-disapproval factor. The study, conducted at Winthrop College, a state school for women in South Carolina, involved developing and validating the Theatre Approval Scale, administering the final form of this test to a cross-section of the student body, selecting and administering a battery of personality tests to these subjects, and statistically analyzing subjects' test scores to discover whether tested personality traits correlated with the degree of approval or disapproval of controversial stage material.

The Theatre Approval Scale, covering basic areas of controversy concerning stage material, was pilot-tested and twice revised to insure internal consistency and high test-retest reliability. The battery of personality tests was selected to cover a wide range of personality traits possibly related to the theatre approval-disapproval factor. The instruments employed were *Adorno's F Scale, Rokeach's D Scale,* six scales of *California Psychological Inventory, Srole's Anomia Scale, McClosky's Classical Conservatism Scale,* and the *Runner Studies of Attitude Patterns, Interview Form III.*

Statistical analysis yielded correlations between scores for the Theatre Approval Scale and the personality variables tested indicating that subjects who disapproved of controversial theatre material tended to be authoritarian, conservative, hostile and otherwise negatively oriented in related ways, practical (business-like), conventional, lacking in power drive, and lacking in creativity-related traits. Approving subjects showed opposite tendencies.

A-0226. Scales, Robert Ray. Stage Lighting Theory, Equipment, and Practice in the United States from 1900 to 1935. U. of Minnesota.

This research was an attempt to understand present stage lighting practice and to determine where theories and equipment originated. The following were specific items of concern during the period investigated: determine the status of stage lighting in the United States in 1900; state the postulated theories of stage lighting; determine the specialized lighting equipment used; determine why new equipment was introduced; analyze stage lighting practice; and evaluate the relationships between theory, equipment, and practice of stage lighting from 1900-1935.

Lighting texts, play production texts, and theatre and electrical periodicals written in the period along with previous research papers on the history of stage lighting were the primary sources of information, pictures, and diagrams.

Two hundred eight plates of stage lighting equipment, production photographs, and lighting plots illustrated the text.

Although this study covered the work of notable contributors to stage lighting, it also included some of the less renowned who were instrumental in developing new lighting equipment and ideas.

The following areas were examined and compared: the role of academic theatre in experimenting and formalizing stage lighting practice during the 1920's, the evolvement of the McCandless lighting system, the Little Theatre movement, and the "new stagecraft" movement. Light was not merely a servant to the scene; it became the scene.

This study revealed that present stage lighting theories, practice, and equipment originated in the period from 1916-1935. It was concluded that this period may well be remembered as the golden age of stage lighting in American theatre history.

A-0227. Schall, Celia M. The Treatment of Selected Themes in Recent American Dramas about Negroes: 1959-1967. U. of Kansas.

The purpose of the study was to examine selected themes in recent American dramatic literature about Negroes, including plays by both black and white American authors. Only those dramas which depicted Negroes in such a way as to present a view of Afro-American life were included; thus, plays with Negroes in the cast but which made no statement about black experience were excluded. Moreover, the study was limited to plays which had a professional production in the United States between 1959 and 1967; musicals were excluded. Concentration centered on twenty-two plays, twelve by black playwrights, which were either published or available in manuscript.

The plays were examined in terms of three general themes: the Negro as a human being, the Negro as an American, and the Negro as a Negro. To place the discussion in perspective, an analysis of the social and cultural climate of the period and a consideration of Afro-American life were included.

Characteristic of the drama about Negroes in this period was a new attitude and new freedom for creativity, especially evident in black dramatists. The willingness and the ability of black playwrights to express the shame, anger, and hurt of their existence broke with the view of black life, held by the white Establishment. While these plays offered insight into black experience, they did not project a single view of Negro life. They offered a diversity and individuality, a richness and variety of ideas, styles, and attitudes which translated black experience into a universally enriching experience.

Shaheen, Jack George, Jr. *The Richard Boone Show:* A Study of Repertory Theatre on Commercial Television. *See* A-0042.

A-0228. Spanabel, Robert R. A Stage History of *Henry the Fifth:* 1583-1859. Ohio State U.

The purpose of this study was to trace the professional London stage history of *Henry the Fifth* from the earliest known production in the 1580's through Charles Kean's revival in 1859, examining and evaluating all staged versions of the play during this period. Texts examined included Quarto I and Folio I of Shakespeare's version *The Famous Victories of Henry the Fifth,* Roger Boyle's *Henry the Fifth, The Half-Pay Officers,* Aaron Hill's *Henry the Fifth,* eighteenth-century reading editions, Bell's 1773 acting edition, and the acting editions prepared by Kemble, Macready, Phelps, and Kean.

The study, divided into six chapters, included twenty-nine illustrations and six appendixes. Appendix A provided a chronological list of all productions within the period under consideration including dates, theatre, company or actor, version, number of performances, and informational sources. Appendix B was a patriotic epilogue appended to Kemble's 1803 production. Appendixes C through F offered comparisons of the texts used by Kemble, Macready, Phelps, and Kean with the control text for this study, detailing scenes, lines cut, and special inversions and additions.

Three major conclusions were drawn from this study. First, the story of England's hero-king was adaptable to and provided theatrical appeal for the widely divergent tastes of audiences throughout this two hundred, seventy-six year period. Second, eighteenth-century productions often used the play to exploit contemporaneous political events. And third, the play served the special purposes, histrionic and scenic, of the actor-managers of the first half of the nineteenth century.

A-0229. Stillwell, LaVern Henry. An Analysis and Evaluation of the Major Examples of the Open Stage Concept as Initiated at Stratford, Ontario, to 1964. U. of Michigan.

The purpose of this study was to compare the major features of the Shakespeare Festival Theatre of Ontario with the Festival Theatre of Chichester, the Tyrone Guthrie Theatre of Minneapolis, the ANTA Washington Square Theatre of New York, and the Nottingham Playhouse of Nottingham. The investigation included interviews with managers, directors, designers, actors, and technicians; reviews and critics comments; personal analysis and evaluation.

The results showed that the original Ontario design had not been improved upon except for the irregular treatment of the auditorium balcony at Minneapolis. The Ontario stage was superior because it was smaller and focused attention better. The well and vomitoria were found to be indispensable and the most fully developed at Ontario. The Ontario rear facade proved as adaptable as the so-called flexible theatres and cost less. An auditorium encirclement of 200 to 220 degrees was considered most satisfactory. The auditorium slope was good although users admired more steeply pitched auditoriums. The Ontario balcony was satisfactory although the irregular treatment of the Minneapolis balcony was considered an improvement. Acoustics at Ontario were tolerable and no worse than conditions at the other theatres. Ontario was considered intimate and as capable of supporting drama written originally for the proscenium stage as the other theatres. Lighting methods there established the value of the white-light principle over more expensive systems in the subsequent theatres. Ontario had the finest backstage facilities.

Except for the balocny treatment at Minneapolis none of the other theatres of this study had features as well designed as Ontario.

Titchener, Campbell B. A Content Analysis of B-Values in Entertainment Criticism. *See* A-0118.

A-0230. Toscan, Richard E. The Organization and Operation of the Federal Street Theatre from 1793 to 1806. U. of Illinois.

It was the objective of this study to describe the organization and operation of the Boston Theatre, Federal Street from its founding in 1793 to 1806. The organization and operation were analyzed in an attempt to discover to what extent they determined the success or failure of the theatre's first nine managements.

The principal sources for the study were a large collection of invoices, letters, treasurers' reports, playbills, and inventories, and the detailed minutes of the meetings of the Boston Theatre Proprietary. These were supplemented by newspapers and magazines of the period, theatrical histories, and historical accounts of Boston's political, social, and economic development.

The study was divided into six major areas: the proprietary and theatre building, the managers and the proprietary, and the handling by the managers of the audience, the repertory, the acting companies, and the technical aspects of production. Chronological order was utilized within the major divisions and a statistical approach was employed to analyze the repertories and acting companies.

It was found that only Snelling Powell, the ninth manager of the theatre, was financially successful and that the operation of the theatre during his tenure from 1801 to 1806, did not differ significantly from the unsuccessful period preceding his tenure. It was also found that legal and moral opposition to theatricals had a minimal effect on the development of the theatre. An analysis of economic and demographic factors showed that they were the primary determinants of theatrical success in Boston during the period.

A-0231. Wade, Luther I. The Dramatic Functions of the Ensemble in the Operas of Wolfgang Amadeus Mozart. Louisiana State U.

Opera is not solely a musical, but also a dramatic form. However, in many operas, there seems to be moments in which "the drama stops and the music takes over." Prominent among such numbers are ensembles, those sections of operatic scores in which two or more soloists sing simultaneously. In an effort to discover whether or not such sections are devoid of dramatic significance, the entire corpus of the ensembles of the operas of Wolfgang Amadeus Mozart was studied.

The study revealed that the simultaneous passages of Mozart's operas definitely play a part in the drama of these works. Lines sung simultaneously sometimes are used just as solo lines would be, while in other cases simultaneous singing is used to depict vividly a conflict of some kind. Also, even when external action stops during an ensemble, the drama does not, since the characters are verbalizing their reactions to the situation in which they find themselves. The simultaneous passages in such cases perform two functions that are definitely dramatic: (1) the reactions of the characters are explicitly presented to the audience, as is done in an aside or soliloquy in a spoken drama, and (2) the importance of the situation to which the characters are reacting is indicated to the audience, at least in some measure. None of the ensembles of Mozart's operas, even his very early ones, is completely devoid of dramatic significance.

A-0232. Zyromski, Robert N. A Critical Study of Selected Plays of Fernando Arrabal. Bowling Green State U.

Fernando Arrabal is a notable avant-garde dramatist and developer of the Theater of Panic. Although produced throughout the world, Arrabal's plays are little known in the United States. This study attempted to remedy this situation.

The purpose of this study was to indicate the basis and development of Arrabal's style and to explain his vision of the absurd in the universe. Selected plays not available in standard or authorized versions were translated. These plays, *Orison, Fando and Lis, The Coronation,* and *The Grand Ceremonial,* together with those already available in English, were used as background for the critical analyses of *Orison, The Automobile Graveyard* and *The Architect and the Emperor of Assyria.*

The analyses focused upon the plays from three viewpoints: (1) literal, the issues involved, character and author attitudes, and the plays' universality, individuality and topicality; (2) formal, pinpointing the plays' theatrical context; and (3) figurative, using associational values to determine the plays' core images.

The results showed Arrabal's theatre at first highly biographical, and then developing the peculiar Panic characteristics, incorporating character metamorphoses and a cyclical structure into ceremonial, multi-dimensional baroque plays. Man-child-sadists and woman-child-prostitutes inhabited a world of bizarre ritual, with loving and brave deeds countered by killings, tortures, and incredibly cruel acts. Panic Theatre's shortcomings stemmed from these characters' inability at times to remain fresh, developing a repetitive and perverse quality. Arrabal has, however, developed an increasingly profound psychology and imagery in a dramatic ritual in sympathy with today's metaphysical dilemmas.

GRADUATE THESES AND DISSERTATION TITLES: AN INDEX OF GRADUATE RESEARCH IN SPEECH COMMUNICATION, 1969

COMPILED BY

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Section I

THIS issue of the annual report on graduate research in Speech Communication covers 2,508 graduate degrees. The index section is based on 896 Master's Degrees and 310 Doctoral Degrees. Of this number, 888 Master's Degrees and 309 Doctoral Degrees were granted during 1969. The number of Master's Degrees without requirement of thesis reported here is 1,302, of which all were granted during 1969. Over 21,200 thesis and doctoral titles have now been indexed in this series. The total number of graduate degrees reported in Speech Communication is now 35,706. To date, 222 schools have reported the granting of graduate degrees in the areas of Speech Communication.

Table I consists of an alphabetical list of institutions that have reported graduate degrees in Speech Communication or in one or more of the several areas which in some schools are a part of a department of Speech Communication and in some schools are separate departments. The number of degrees in each of three categories, with totals for the categories and a grand total for each institution granting graduate degrees in the areas are reported.

Section II contains a list of numbered titles of theses and dissertations with the schools arranged alphabetically and the names of the authors arranged alphabetically. Numbers have been assigned to the titles consecutively from the preceding report in the series. If an abstract of a doctoral dissertation is included in the preceding bibliography, "Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1969," the abstract's number is cited within brackets, *e.g.* [A-0000].

Section III is an index of the subject matter suggested by the language of the titles. The indexing is by number. Title numbers of doctoral dissertations are indicated by an asterisk after the number in the index, with the abstract number added, if an abstract is printed within this *Annual*.

TABLE I

Institutional Sources of Degrees Granted and Accumulated Totals

	Masters' Degrees					Doctors' Degrees		
	With Thesis		Without Thesis		Total			Grand
	1969	to Date	1969	to Date	Masters	1969	Total	Total
Abilene Christian Coll. (Tex.)		15			15			15
Adelphi U. (N.Y.)	(5)	80	(30)	75	155			155
Akron, The U. of (Ohio)	(9)	36			36			36
Alabama, U. of	(3)	121	(23)	177	298			298
American U., The (Wash., D.C.)	(4)	61		1	62			62
Amherst Coll. (Mass.)		1			1			1
Andrews U. (Mich.)		9		2	11			11
Arizona, U. of	(1)	70	(15)	29	99			99
Arizona State U.	(4)	8	(3)	3	11			11
Arkansas, U. of	(1)	24	(22)	173	197			197
Art Institute of Chicago		52		12	64			64
Auburn U. (Ala.)	(12)	39			39			39
Ball State U. (Ind.)	(5)	30	(11)	138	168			168
Baylor U. (Tex.)	(5)	164	(3)	3	167			167
Bellarmine Coll. (Ken.)				1	1			1
Bloomsburg State Coll. (Penn.)	(1)	2		1	3			3
Bob Jones U. (S.C.)		16	(5)	57	73			73
Boston U. (Mass.)	(2)	350		283	633	(2)	26	659
Bowling Green State U. (Ohio)	(27)	279			279	(8)	8	287
Bradley U. (Ill.)	(1)	25	(7)	84	109			109
Brigham Young U. (Utah)	(17)	87			87			87
Brooklyn Coll., *See* CUNY								
California, Berkeley, U. of			(9)	20	20			20
California, Davis, U. of	(9)	15	(3)	3	18			18
California, Los Angeles, U. of		284	(9)	224	508	(2)	26	534
California, Santa Barbara, U. of		19		2	21			21
California State Coll., Fullerton	(8)	11			11			11
California State Coll., Long Beach	(8)	49	(20)	30	79			79
California State Coll., Los Angeles				26	26			26
Carnegie-Mellon U. (Penn.)		67		9	76		6	82
Case Western Reserve U. (Ohio)		4	(24)	534	538	(5)	50	588
Catholic U. of America, The (Wash., D.C.)	(6)	510			510			510
Central Michigan U.	(1)	5	(4)	34	39			39
Central Missouri State Coll.	(6)	43	(2)	4	47			47
Central Washington State Coll.	(1)	4			4			4
Chico State Coll. (Calif.)	(4)	7	(1)	1	8			8
Cincinnati, U. of (Ohio)	(20)	35		2	37			37
City U. of New York, The (CUNY), Brooklyn Coll.	(28)	229		205	434			434
City U. of New York, The (CUNY), City Coll.	(4)	4	(6)	6	10	(3)	3	13
City U. of New York, The (CUNY), Hunter Coll.		36		16	52			52
City U. of New York, The (CUNY), Queens Coll.	(6)	68	(27)	67	135			135
Colorado, U. of	(9)	80	(5)	17	97		3	100
Colorado State Coll., Greeley		15		58	73		1	74
Colorado State U., Fort Collins	(7)	37	(15)	36	73			73
Columbia Coll. (Ill.)				43	43			43
Columbia U. (N.Y.)		12		1,715	1,727	(4)	122	1,849
Connecticut, The U. of	(2)	7	(16)	75	82			82
Cornell U. (N.Y.)		236		34	270		107	377
Delaware, U. of		5			5			5
Denver, U. of (Col.)	(1)	381	(22)	307	688	(7)	200	888
DePauw U. (Ind.)		11			11			11
East Carolina U. (N.C.)			(2)	2	2			2
East Texas State U.		30		2	32			32

TABLE I—Continued

Eastern Illinois U.		1			1			1
Eastern Michigan U.	(4)	7	(7)	10	17			17
Eastern Montana State U.		2			2			2
Eastern New Mexico U.			(1)	15	15			15
Eastern Washington State Coll.			(8)	11	11			11
Emerson Coll. (Mass.)	(17)	159	(30)	50	209			209
Florida, The U. of	(11)	125	(9)	17	142	(8)	62	204
Florida State U., The		75	(7)	58	133		21	154
Fordham U. (N.Y.)		15			15			15
Fort Hays State Coll. (Kan.)	(2)	6	(1)	11	17			17
Fresno State Coll. (Calif.)		35		4	39			39
Gallaudet Coll. (Wash., D.C.)			(3)	3	3			3
George Washington U. Wash., D.C.)	(6)	29			29			29
Georgia, U. of	(17)	87	(8)	10	97	(2)	2	99
Grinnell Coll. (Iowa)		1			1			1
Hardin Simmons U. (Tex.)		2			2			2
Hawaii, U. of	(5)	119	(13)	36	155			155
Hofstra U. (N.Y.)		11			11			11
Houston, U. of (Tex.)	(1)	58	(12)	90	148		2	150
Humboldt State Coll. (Calif.)	(5)	13	(3)	3	16			16
Hunter Coll., *See* CUNY								
Illinois, U. of	(6)	119	(64)	548	667	(11)	163	830
Illinois State U., Normal	(6)	46	(16)	25	71			71
Indiana State U., Terre Haute		29	(18)	137	166			166
Indiana U.	(39)	325	(26)	111	436	(15)	83	519
Iowa, The U. of	(20)	1,103	(20)	264	1,367	(11)	364	1,731
Ithaca Coll. (N.Y.)		3			3			3
Johns Hopkins U., The (Md.)		6			6			6
Kansas, U. of	(17)	278			278	(18)	52	330
Kansas State Coll. of Pittsburg	(2)	19	(7)	7	26			26
Kansas State Teachers Coll., Emporia	(4)	54		16	70			70
Kansas State U.		73		16	89			89
Kearney State Coll. (Neb.)	(1)	1	(3)	9	10			10
Kent State U. (Ohio)	(25)	172	(9)	44	216			216
Kentucky, U. of				4	4			4
Loma Linda U. (Calif.)		1			1			1
Louisiana Polytechnic Institute		9	(6)	11	20			20
Louisiana State U., Baton Rouge	(8)	355			355	(4)	115	470
Louisiana State U., New Orleans	(6)	6			6			6
Maine, U. of	(1)	11			11			11
Mankato State Coll. (Minn.)	(5)	23			23			23
Marquette U. (Wis.)		99		48	147			147
Marshall U. (W.Va.)		7	(3)	9	16			16
Maryland, U. of	(28)	193	(2)	2	195	(3)	6	201
Massachusetts, U. of	(2)	43	(5)	9	52			52
Memphis State U. (Tenn.)		5		6	11			11
Miami, U. of (Fla.)		19			19			19
Miami U. (Ohio)	(5)	92	(1)	9	101			101
Michigan, The U. of	(4)	498	(81)	1,152	1,650	(19)	207	1,857
Michigan State U.	(19)	333	(29)	147	480	(4)	162	642
Mills Coll. (Calif.)		2		8	10			10
Minnesota, U. of	(8)	153	(20)	260	413	(11)	149	562
Minot State Coll. (N.D.)			(10)	35	35			35
Mississippi, The U. of		23			23			23
Mississippi State Coll. for Women			(3)	8	8			8
Missouri, Columbia, U. of		48	(40)	209	257	(10)	64	321
Missouri, Kansas City, U. of	(3)	17		4	21		1	22
Montana, U. of	(3)	43			43			43
Montclair State Coll. (N.J.)				3	3			3
Moorhead State Coll. (Minn.)		2			2			2
Mt. Holyoke (Mass.)		4			4			4

TABLE I—Continued

Murray State U. (Ken.)	(5)	8	(4)	15	23			23
Nebraska, U. of	(12)	218	(17)	29	247		1	248
New Mexico, The U. of	(3)	25	(14)	45	70			70
New Mexico State U.		8		7	15			15
New York, The City U. of, *See* City U. of New York, The (CUNY)								
New York, State U. of, *See* State U. of New York (SUNY)								
New York U.		2		482	484	(4)	86	570
North Carolina at Chapel Hill, U. of		203			203		4	207
North Carolina at Greensboro, U. of	(8)	11		3	14			14
North Dakota, The U. of	(3)	32		1	33			33
North Dakota State U.	(8)	37	(1)	2	39			39
North Texas State U.	(8)	43			43			43
Northeast Louisiana State Coll.		2		1	3			3
Northeastern Illinois State Coll.		2			2			2
Northern Illinois U.		96	(8)	12	108			108
Northern Iowa, U. of	(3)	15	(4)	12	27			27
Northern Michigan U.			(4)	4	4			4
Northwestern State Coll. (Okla.)			(1)	1	1			1
Northwestern U. (Ill.)	(11)	304	(90)	2,101	2,405	(17)	462	2,867
Notre Dame U. (Ind.)		1		5	6			6
Occidental Coll. (Calif.)		19		5	24			24
Ohio State U., The	(37)	623		3	626	(19)	291	917
Ohio U.	(11)	235	(4)	65	300	(10)	50	350
Ohio Wesleyan U.		34			34			34
Oklahoma, U. of	(2)	202	(11)	32	234	(1)	33	267
Oklahoma State U.	(2)	5	(5)	5	10			10
Oregon U. of	(15)	124	(15)	66	190	(9)	35	225
Our Lady of the Lake Coll. (Tex.)		1	(8)	20	21			21
Pacific, U. of the (Calif.)		62		28	90			90
Pacific U. (Ore.)		1			1			1
Paterson State Coll. (N.J.)			(4)	4	4			4
Pennsylvania State U., The	(10)	240	(22)	135	375	(10)	77	452
Pepperdine Coll. (Calif.)	(4)	30			30			30
Pittsburgh, U. of (Penn.)	(7)	160	(2)	34	194	(8)	73	267
Portland, U. of (Ore.)		17			17			17
Portland State U. (Ore.)	(2)	2			2			2
Purdue U. (Ind.)	(24)	141	(23)	215	356	(18)	139	495
Queens Coll., *See* CUNY								
Redlands, U. of (Calif.)	(6)	70	(22)	36	106			106
Richmond Professional Institute (Va.)		7			7			7
Rockford Coll. (Ill.)		3			3			3
Sacramento State Coll. (Calif.)		66		42	108			108
St. Cloud State Coll. (Minn.)	(3)	34			34			34
St. Louis U. (Mo.)		156		3	159			159
San Diego State Coll. (Calif.)	(3)	52			52			52
San Fernando Valley State Coll. (Calif.)		1	(18)	44	45			45
San Francisco State Coll. (Calif.)		31		14	45			45
San Jose State Coll. (Calif.)	(5)	57	(1)	8	65			65
Seton Hall U. (N.J.)		5	(10)	10	15			15
Smith Coll. (Mass.)		47			47			47
South Dakota, U. of	(5)	156	(8)	49	205			205
South Dakota State U.	(1)	9		3	12			12
South Florida, U. of	(10)	10			10			10
Southeast Missouri State Coll.			(4)	4	4			4
Southern California, U. of	(5)	454	(32)	635	1,089	(6)	207	1,296
Southern Connecticut State Coll.		46		2	48			48
Southern Illinois U.		96		148	238	(18)	70	308

TABLE I—Continued

Southern Methodist U. (Tex.)		27		26	53			53
Southern Mississippi, U. of	(2)	47	(7)	24	71		2	73
Southwest Missouri State Coll.	(3)	3	(1)	1	4			4
Southwestern U. (Tex.)		1			1			1
Staley Coll. (Mass.)		3			3			3
Stanford U. (Calif.)		315		116	431	(4)	143	574
State U. of New York (SUNY) at Albany		2		6	8			8
State U. of New York (SUNY) at Buffalo	(3)	12	(2)	2	14	(2)	5	19
State U. of New York (SUNY) Coll. at Cortland			(1)	1	1			1
State U. of New York (SUNY) Coll. at Geneseo		6		5	11			11
State U. of New York (SUNY) Coll. at Oneonta			(2)	2	2			2
Stephen F. Austin State Coll. (Tex.)		19		1	20			20
Sul Ross State Coll. (Tex.)		8			8			8
Syracuse U. (N.Y.)	(2)	98	(60)	556	654	(1)	25	679
Temple U. (Penn.)	(4)	52	(4)	215	267			267
Tennessee, The U. of	(15)	101	(2)	2	103			103
Tennessee Agr. & Ind. State Coll.		20			20			20
Texas at Austin, The U. of		215			215	(2)	14	229
Texas Christian U.	(2)	45	(10)	20	65			65
Texas Technological U.	(16)	54			54			54
Texas Woman's U.		115			115			115
Trinity U. (Tex.)		9			9			9
Tufts U. (Mass.)		30			30			30
Tulane U. (La.)	(5)	82			82	(2)	36	118
Tulsa, The U. of (Okla.)		44			44		1	45
Utah, U. of	(23)	212			212	(3)	35	247
Utah State U.		16			16			16
Vanderbilt U. (Tenn.)	(20)	156			156			156
Vermont, U. of	(4)	9			9			9
Villanova U. (Penn.)			(8)	8	8			8
Virginia, U. of	(1)	51	(27)	122	173		5	178
Washington, U. of	(6)	352	(23)	75	427	(8)	49	476
Washington State U.	(7)	77	(4)	24	101			101
Washington U. (Mo.)		6			6		1	7
Wayne State U. (Mich.)	(25)	177		274	451	(11)	95	546
West Texas State Coll.		43			43			43
West Virginia U.	(10)	61	(7)	24	85			85
Western Carolina U. (N.C.)				3	3			3
Western Illinois U.	(3)	14			14			14
Western Kentucky U.		1	(3)	5	6			6
Western Michigan U.	(1)	12	(26)	71	83			83
Western State Coll. of Colorado		6	(2)	38	44			44
Western Washington State Coll.		1		1	2			2
Whittier Coll. (Calif.)	(2)	24			24			24
Wichita State U. (Kan.)	(1)	50	(1)	39	89		4	93
Winona State Coll. (Minn.)		3			3			3
Wisconsin, Madison, The U. of	(10)	748	(28)	284	1,032	(9)	301	1,333
Wisconsin, Milwaukee, The U. of	(4)	12		17	29			29
Wisconsin State U., Eau Claire		1		1	2			2
Wisconsin State U., River Falls		1			1			1
Wisconsin State U., Stevens Point		1	(1)	1	2			2
Wisconsin State U., Superior			(1)	1	1			1
Wisconsin State U., Whitewater		1			1			1
Wyoming, U. of	(9)	49	(1)	7	56			56
Xavier U. (Ohio)				9	9			9
Yale U. (Conn.)		673		262	935		60	995
TOTALS	(888)	16,894	(1,302)	14,503	31,397	(309)	4,309	35,706

SECTION II

TITLES

ABILENE CHRISTIAN COLLEGE
1968

M.A. Thesis

20003. Payne, Alvin N. A Study of the Persuasive Efforts of Lyndon Baines Johnson in the Southern States in the Presidential Campaign of 1960.

ADELPHI UNIVERSITY
1969

M.A. Theses

20004. Brodrick, Sheri. Factors that Influence Community Theatres in Long Beach, California.

20005. Manerowski, Mary Lou. *Babes in Toyland*: A Creative Project in Directing.

M.S. Theses

20006. Corvini, Joann. A Comparison of the Analysis and Synthesis Phonic Abilities of Children with Functional Articulation Disorders and Normal Speakers.

20007. Gluzman, Ingrid. An Analysis of Students' Overt Behavior in a Stuttering Class.

20008. Thurer, Diane. Survey of Speech and Hearing Therapists in Nassau County Who Provided Speech and Hearing Rehabilitation Services for Adults.

THE UNIVERSITY OF AKRON
1969

M.A. Theses

20009. Barkley, Anitra R. S. The Role of Selected Auditory Tests in the Evaluation of Presbycucis.

20010. Castor, Gerald. Aristotelian Refutation in William Jennings Bryan's "Cross of Gold" Speech.

20011. Dobson, Ronald G. Ciceronian Copiousness in William Jennings Bryan's "Cross of Gold" Speech.

20012. Droder, Julia B. A Comparison of TTS and Hearing Loss with Rock and Roll Band Members and Normals.

20013. Flasco, Judith A. A Descriptive Study of the Communication Techniques Employed by Directors of College Unions in Student Relations.

20014. Gulbis, Laura J. Evaluation of *The University of Akron Articulation Identification Test.*

20015. Long, David K. Speech Education in the Public Secondary Schools of Northeastern Ohio, 1968-69.

20016. Spencer, Betty Lou. The Auditory Function of the Human Neonate as It Pertains to the Detection of Hearing Loss, I. Survey of Literature.

20017. Vojtko, Jane F. The Auditory Function of the Human Neonate as It Pertains to the Detection of Hearing Loss, II. Duplication of Techniques.

UNIVERSITY OF ALABAMA
1969

M.A. Theses

20018. Henderson, James F. A Content Analysis of *New York Times* Broadcasting Critic Jack Gould's Columns Dealing with Broadcasting and Politics During the Presidential Election Years, 1948-1964.

20019. McSwain, Joseph E. The Evolution of Broadcasting in Alabama: 1900-1934.

20020. Moates, William J. The Evolution of Community Antenna Television in the United States, 1949-1968.

THE AMERICAN UNIVERSITY
1969

M.A. Theses

20021. Adams, Penelope A. Noncommercial Television Broadcasting in Maryland, 1961-1967.

20022. Scott, F. Eugene. The Speaking of Senator Gale W. McGee in Defense of American Policy in Vietnam: A Study of Invention in Rhetorical Communication.

20023. Taylor, Richard C. The Newsman's Privilege to Refuse to Identify His Source of Information in Court or Before Judicial or Investigating Bodies.

20024. Zarnoch, Robert A. The Attorney General's Guidelines: The Federal Government's Role in Preserving Fair Trials in the Face of Prejudicial Publicity.

UNIVERSITY OF ARIZONA
1969

M.A. Thesis

20025. Sayer, James E. The Rhetoric of Distortion of Joseph R. McCarthy.

ARIZONA STATE UNIVERSITY
1967

M.S. Thesis

20026. Pollack, Michael Cooper. A Comparison of the Effects of Varying the Sensation

Level on the Discrimination of Speech Between Normal Hearing Individuals and Persons with Cochlear Sensory Deficit.

1968

M.A. Thesis

20027. Shellen, Wesley Neil. A Study of Verbatim Memorization of Original High School Orations in the Southwestern Forensic Championship Tournament.

M.S. Theses

20028. Ripplinger, Barbara Dean. Pre-Requisite Behaviors for the Mentally Retarded Child in a Program of Language Acquisition.

20029. Rolls, Muriel K. The Effect of Repetitive Sentences upon the Verbal Output of Expressive Adult Aphasics.

1969

M.A. Theses

20030. Dutson, Carol Lynne. The Attitude of Seven Negro American Playwrights Toward the Doctrines of Negritude and Assimilation.

20031. Phelps, Lynn A. An Experimental Study of Debaters' Ethical Argument Selection in Game Theory Tournaments.

M.S. Theses

20032. Goering, Danielle Marie. Laboratory Synthesis of Environmental Noise and Its Effect on Speech Discrimination.

20033. Oranski, Donna R. The Effect of Verbal and Non-Verbal Reinforcement upon the Intelligible Verbal Output of Selected Aphasic Patients.

UNIVERSITY OF ARKANSAS

1969

M.A. Thesis

20034. Leabhart, Thomas G. Eleanor King: Forty Years of Creative Dance, 1927-1967.

AUBURN UNIVERSITY

1969

M.A. Theses

20035. Abrams, Maurice James. Availability and Usage of the Mass Media in Auburn, Alabama.

20036. Burgess, Myrtle D. A Rhetorical Analysis of the Congressional Speeches of Senator Everett McKinley Dirksen on the 1964 Civil Rights Legislation.

20037. Cope, Frances F. An Analysis of the Effects of a Fear-Arousing Communication When the Reassuring Recommendations Are Given and Withheld.

20038. Gill, Mary E. Peak Factor Levels in the Speech of Deaf and Hearing Subjects.

20039. Hall, Jane. A Study of the Effectiveness of the Public Speaking Training Programs of the Citizens and Southern Bank in Atlanta, Georgia, and the First National Bank in Montgomery, Alabama.

20040. Hamlyn, Hugh W. Delayed Auditory Feedback: A Study of the Relationship Between Oral Reading Rate and Delay Intensity.

20041. James, Charles Douglas. An Historical Study of the Preaching and Dramatic Speaking Style of Aimee Semple McPherson.

20042. Mills, William D. An Investigation of Judgments Made by Speech Pathologists and Classroom Teachers in Rating Severity of Hoarseness for Voice Samples.

20043. Moss, Amy F. The Effectiveness of a Structured Language Program on Selected Linguistic Abilities of a Group of Culturally Different Children.

20044. Ruffin, Wanda B. Esophageal Speech Proficiency and Intelligibility as Related to Personality Factors of Laryngectomees and Their Spouses.

20045. Sheffield, Kendall W. Selected Theories of Comedy and Their Application to the Oral Performance of Literature.

20046. Valen, William B. A Projected Comparison of Future Film and Television Curricula at Auburn University With and Without Eight Millimeter Cinematography.

BALL STATE UNIVERSITY

1969

M.A. Theses

20047. Life, Lawrence. *Viet Rock*: A Mixed Means Production of a Now Generation.

20048. Montgomery, Charles L. An Examination of Artistic *Ethos* in Selected Inter-Collegiate Debates.

20049. Phillips, James. The Presence of Speech Discrimination Losses in Children Enrolled in Remedial Learning Programs.

20050. Rude, John A. Production Thesis: *And Things That Go Bump in the Night.*

20051. Wolf, James C. An Investigation of the Speech Internship Program at Ball State University.

BAYLOR UNIVERSITY
1969

M.A. Theses

20052. Brown, Gailya L. A Production and Production Book of Tad Mosel's *All the Way Home.*

20053. Fuller, James W. A Study of the Effects of Training in Listening on the Student's Ability to Listen.

20054. Grissom, Mary A. A Survey of Attitudes of Judges and Debaters Toward Comparative Advantage Cases.

20055. McClellan, Billy L. The Theory and Practice of Preaching of Joseph Martin Dawson.

20056. Whitten, Charles K. A Study of the Ethos of George W. Truett.

BLOOMSBURG STATE COLLEGE
1969

M.S. Thesis

20057. McClure, Leda G. An Investigation into the Determining Factors Influencing the Evolution of the Speech Program at Bloomsburg State College.

BOSTON UNIVERSITY
1969

M.A. Theses

20058. Gozonsky, Dorothy A. A Comparative Study of the Oral and Written Language in Ten Aphasic Adults.

20059. Henri, Bernard Paul. An Investigation of the Range of Phoneme Types Contained in Infant Vocalizations.

D.Ed. Dissertations

20060. Lysaght, Carol E. The Effects of Speech Rate and Pacing Procedures upon the Responses to Verbal Stimuli by Three Age Groups.

20061. Sheinkopf, Sylvia. Aphasia: Connotative Measurement by a Modified Pictorial Semantic Differential.

BOWLING GREEN STATE UNIVERSITY
1969

M.A. Theses

20062. Abahazi, Dennis A. The Transcranial Attenuation of Speech Stimuli.

20063. Brouwer, Lorelle E. The Problems Involved in an Acting Recital of Excerpts from *Romeo and Juliet* and *Antony and Cleopatra.*

20064. Brouwer, Peter M. The Problems Involved in an Acting Recital of Excerpts from *Romeo and Juliet* and *Antony and Cleopatra.*

20065. Burger, Muriel S. Temporal Stability of Reliability Judgments of Articulation.

20066. Butler, Anna C. An Analysis of Selected Speech Characteristics of Subjects with Multiple Sclerosis.

20067. Dice, Margaret A. A Descriptive Analysis of the Bowling Green Speech Major in Education from 1958-1968.

20068. Eisbrouch, Richard L. The Design Problems in Mounting a Production of Luigi Pirandello's *Six Characters in Search of an Author.*

20069. Emlich, Donna. The Speaking of George Lincoln Rockwell.

20070. Filter, Maynard D. A Comparative Study of Intelligibility and Articulation of Male and Female Esophageal Speakers.

20071. Gardner, Greg H. Invention in Selected Summation Speeches of F. Lee Bailey.

20072. Gary, Janice A. Problems of Design for a Children's Theatre Production of *The Unwicked Witch.*

20073. Gunlock, James R. The Speaking of Paul Harvey.

20074. Jackson, Faith. Case Studies of the Effectiveness of Pharyngeal Flap Operation in the Elimination of Voice Quality Disorders in Subjects with Cleft Palate.

20075. Khan, Iqbal A. An Investigation of the Social Status of the Broadcaster Among University Students.

20076. LaLumia, James P. A Study of Three Speeches by Stokely Carmichael.

20077. Lather, Frances L. An Investigation of the Effect of Phonetic Training on Obtained Scores from the *CID Auditory Test W-22* Lists.

20078. Malott, Paul J. An Experimental Study of Vibro-Tactile Discrimination of Plosives, Fricatives, and Glides.

20079. Miskelly, Susan J. A Rhetorical Analysis of Three Selected Speeches of Spiro T. Agnew.

20080. Neubert, Lou A. An Experimental Study of the Intelligibility of Esophageal Speakers Heard in the Presence of Speech Noise With and Without Visual Cues.

20081. Poole, Neal J. A Production Study of Thornton Wilder's *The Skin of Our Teeth*.

20082. Riggle, Margaret A. The Loose Women of American Musical Comedies.

20083. Russo, Mary C. A Comparative Study of the Directing Problems of Tennessee Williams' *Moony's Kid Don't Cry* in a Stage and a Television Production.

20084. Shaw, Carol. A Rhetorical Analysis of the Public Speaking of Melvin Mouron Belli.

20085. Stricker, Francine M. The Effects of Therapy upon Phonetic Context in Phonetically Similar Sounds.

20086. Taylor, Donna M. Student Attitudes Toward the Bowling Green State University Administration Versus Other American College and University Administrations.

20087. Zapata, Lita. The Effectiveness of Early Closure of the Soft and Hard Palates in Eliminating Excessive Nasality.

20088. Zedeck, Martha A. Interdentalization of Tongue Tip Sounds in Cleft Palate Speakers in Relation to Type of Cleft and Occlusion.

Ph.D. Dissertations

20089. Bahs, Clarence W. The Effect of the Nature and Degree of Body-Cathexis on Pantomimic Movement. [A-0185]

20090. Barwind, Jack A. The Effects of Varied Ratios of Positive and Negative Nonverbal Audience Feedback on Selected Attitudes and Behaviors of Normal Speaking College Students. [A-0093]

20091. Gratz, Robert D. An Experimental Investigation of the Conditionability of a Non-Projection Orientation in College Student Discussants. [A-0014]

20092. Hartman, Maryann D. The Chautauqua Speaking of Robert La Follette. [A-0062]

20093. Loeffler, Donald L. An Analysis of the Treatment of the Homosexual Character in Drama Produced in the New York Theatre from 1950 to 1968. [A-0209]

20094. Miller, Keith A. A Study of "Experimenter Bias" and "Subject Awareness" as Demand Characteristic Artifacts in Attitude Change Experiments. [A-0111]

20095. Radliff, Suzanne P. A Study of the Techniques of Adapting Children's Literature to the Stage. [A-0224]

20096. Zyromski, Robert N. A Critical Study of Selected Plays of Fernando Arrabal. [A-0232]

BRADLEY UNIVERSITY
1969

M.A. Thesis

20097. Walter, Frederick. Production Thesis of Aristophanes' *Lysistrata*.

BRIGHAM YOUNG UNIVERSITY
1969

M.A. Theses

20098. Barth, Neal S. Petruchio in *The Taming of the Shrew*: A Creative Acting Thesis.

20099. Harris, Roger L. *Fiddler on the Roof*: A Creative Project in Theatre Design.

20100. Jenness, Tom Ellis. The Development of a Procedure for Studying the Use of Ethos in a Presidential Campaign—Applied to the 1960 Campaign of Richard M. Nixon.

20101. Meyerhoffer, Jack S. The Production of *The Lotus Maiden*.

20102. Peterson, Bobbette. A Critical Study of the Wit and Humor of Everett McKinley Dirksen.

20103. Samuelson, Sidney A. Katharine: Shakespeare's Shrew: A Creative Acting Thesis.

M.S. Theses

20104. Christensen, Patricia L. A Survey of the Consonant Productions of Six-and-a-Half Year-Old Children.

20105. De Capot, Diane M. A Study of the Relation Between Memory for Visual Designs and Lipreading Ability.

20106. DeGraffenreid, Helen L. An Analysis of Hearing Tones in a Juvenile Delinquent Population.

20107. DelPlain, Robert C. Performance of Stutterers and Non-Stutterers on Two Dichotic Listening Tasks.

20108. Edwards, Ralph E. A Study of Methods of Administering Home Assignments to Children in Speech and Hearing Programs.

20109. Faulkner, Patricia B. A Study of the Type-Token Ratio on a Given Language Task of Youth Residents in a Mental Hospital.

20110. Hancock, Phillip E. Speech and Hearing Program of the Jordan School District: Its History, Present Status, and Recommendations for Future Improvement.

20111. Mecham, Richard W. An Analysis of the Linguistic Performance of Communication Handicapped Children on the *Utah Test of Language Development*.

20112. Smith, LeGrande G. Perceptual Performance of Reading Handicapped and Normal Reading Children on Auditory Sequential Tasks.

20113. Thompson, James W. An Investigation of Hearing Acuity Changes Following a Testing and Medical Referral Program in an Institution for the Mentally Retarded.

20114. Walker, Susan T. A Comparison of Heart Rate of Stutterers and Non-Stutterers.

University of California, Davis

1969

M.A. Theses

20115. Allen, Ward C. The Fool in Shakespeare's *King Lear*: A Creative Thesis in Acting.

20116. Allison, Nancy J. *The Duchess of Malfi*: A Creative Thesis in Acting.

20117. Allison, Ralph R. Orlando in *As You Like It*: A Creative Thesis in Acting.

20118. Epstein, Sabin R. Brendan Behan's *The Hostage*: A Creative Thesis in Directing.

20119. Froehlich, A. J. Peter. *The Marriage of Mr. Mississippi*: A Creative Thesis in Directing.

20120. Jensen, Howard J. Hieronymus of Ghelderode's *Red Magic*: A Creative Thesis in Acting.

20121. Muscutt, Keith. *Momo*: A Creative Thesis in Playwriting.

20122. Parker, Gary A. Short Plays: A Creative Thesis in Playwriting.

20123. Sims, James E. *The Duchess of Malfi* by John Webster: A Creative Thesis in Directing.

University of California, Los Angeles

1969

Ph.D. Dissertations

20124. Ogawa, Dennis M. Small Group Communication Stereotypes and Communicative Behavior of Japanese Americans in Discussion. [A-0015]

20125. Weedon, Jerry. Philosophy as a Rationale for Rhetorical Systems: A Case Study Derivation of Rhetorical Cognates from the Philosophical Doctrines of John Locke. [A-0120]

California State College, Fullerton

1966

M.A. Theses

20126. Rickner, Don L. Turnabout Theatre, Hollywood, 1941-1956.

1968

20127. Laing, Gainor Annette. Lecture and Demonstration of Six Styles of Oral Interpretation.

1969

20128. Cunningham, Susanne A. Visual Perceptual Competency of Children with Learning Disorders.

20129. De la Torre, Margaret. A Comparison of the Language of Two Groups of First Grade, Bilingual, Economically Dis-Advantaged Children Relative to Participation in Head Start.

20130. Mitchell, Charles Howard. *The Governor Sends His Best*: A Play in Three Acts with Supplementary Notes.

20131. Purkiss, William Frederick. A Study of the 1890 American Tour of The Wilson Barrett Company as Presented by the Diary of Alfred H. Rivers.

20132. Reagan, Cora Lee. Visual Perceptual Competency of Children with Learning Disorders.

20133. Svendsen, William F. A Study of Student Speaker Evaluation Techniques Used in the Beginning High School Speech Course.

20134. Terrell, Steven. *Luther*.

20135. Whitacre, Sandra Lee. A Comparison of Motor Skills of Children with [s] Misarticulations Compared to [r] Misarticulations.

California State College, Long Beach

1969

M.A. Theses

20136. Davidson, Ben N. A Descriptive Study of Selected Behavioral, Developmental, Physical and Medical Characteristics of Childhood Cerebral Dysfunction.

20137. Leogue, John J. A Comparison of the Hearing Conservation Program of a Major Marine Corps Installation with Hearing Conservation as Specified in U.S. Navy Directives.

20138. McConnell, Ruth A. An Experimental Study of the Ability of Children of Low Socio-Economic Status to Demonstrate Expressively Plural Concepts of Language.

20139. Porter, Mary E. An Investigation of Age at Test Time, Birth Weight and Inter-Tester Reliability in a Neonatal Hearing Screening Program.

20140. Renkiewicz, Nancy K. An Examination of Remedial Speech Programs in California Junior Colleges.

20141. Shanebeck, Camilla Diane. A Survey of Evaluation Techniques Employed with Clients Enrolled in the Speech and Hearing Clinic, California State College, Long Beach.

20142. Stiver, Mary L. The Public Speaking of Caroline M. Severance.

20143. Willard, Sandra M. An Investigation of the Psycho-linguistic Abilities of Children with Minimal Cerebral Dysfunction.

CASE WESTERN RESERVE UNIVERSITY
1969

Ph.D. Dissertations

20144. Dayka, Ernest. A Rhetorical Criticism of the Preaching of Harold Cooke Phillips. [A-0059]

20145. Pinheiro, Marilyn L. The Interaural Intensity Difference for Intracranial Lateralization of White Noise Bursts. [A-0158]

20146. Rynes, Edward J. The Effect of Examiner Expectancy in Auditory Data Collection. [A-0160]

20147. Zannes, Estelle. Cleveland's Eloquent Hour: 1967 Mayoral Campaign.

20148. Zinner, Elliott M. A Multi-Level Investigation of Intraesophageal Air Pressures During Phonation in Laryngectomized Speakers. [A-0181]

THE CATHOLIC UNIVERSITY OF AMERICA
1969

M.A. Theses

20149. Boyd, Judith M. The Influence of Radiology on Methods of Teaching Esophageal Speech.

20150. Conway, Sister Mary J., R.S.M. Speech Pathology and Audiology Curriculum at The Catholic University of America, Washington, D.C.: Its Growth and Educational Impact.

20151. Crawford, Donna L. A Measurement of Family Concept for the Parents of Children Who Stutter.

20152. Friel, Elsie M. A Program of Operant Conditioning with a Five-and-One-Half Year-Old Non-Verbal Child in an Out-Patient Speech Clinic and an Evaluation of the Procedures.

20153. Sciarrino, Sister Maralynn. The Use of a Phonics Readiness Program for Correcting of Articulation Defects at a Kindergarten Level.

20154. Weatherly, Sister Mary, C.D.P. A Study of the Value of the Use of Television as an Aid in Resolving Simple Articulatory Defects Among Two Groups of Second Grade Children.

CENTRAL MICHIGAN UNIVERSITY
1969

M.A. Thesis

20155. Rittersdorf, Jerry. A Study of the Social and Vocational Acceptability of Stuttering Speakers Compared to Normal Speakers, as Rated by Members of Business and Professional Groups.

CENTRAL MISSOURI STATE COLLEGE
1969

M.A. Theses

20156. Campbell, David A. The Origin and the Early Development of the Time, Incorporated Radio Series *The March of Time.*

20157. Fidler, Robert B. A Profile of Frequency Modulation Broadcasting in Kansas City.

20158. Mazza, Joseph M. A Toulmin Analysis of Robert Kennedy's Use of Argument in the Presidential Primaries of 1968.

20159. Peterson, Linda L. The Character of Joan of Arc in Four Plays.

20160. Rasa, Gerald L. A Survey of Public Relations Practices in Selected Mid-West Private and State Colleges and Universities.

20161. Tucker, Frank C., III. A Critical Evaluation of *The March of Time,* 1931-32.

CENTRAL WASHINGTON STATE COLLEGE
1969

M.Ed. Thesis

20162. Medeiros, Edward K. A Pentadic Contrast: Rhetorical Criticism and Journalistic Reporting.

CHICO STATE COLLEGE
1969

M.A. Theses

20163. Hilpert, Fred P Ways to Cope with Hecklers: Models in American Rhetoric.

20164. Hyde, Sally J. Production Thesis: *Dylan.*

20165. McLaughlin, Mary H. A Televised Series of Speech Improvement and Language Development for Primary Grades.

20166. Vietti, Linda. Body Movement, Self Concept and Speech: An Experimental Study of the Relation of Motor Development, Body Concept and Speech Defects.

University of Cincinnati

1969

M.A. Theses

20167. Bartfield, Susan C. An Evaluation of a Multiple Choice Test of Lipreading.

20168. Coughlin, James T. An Analysis of the Effects Multi-Media Presentation Has on the Content Retention of Junior High School Students.

20169. Dewey, Barbara A. Commencement Speaking at the University of Cincinnati.

20170. Eichmeier, Herman C. The Critical Analysis of the Comparative Advantage Cases as Presented in Modern Textbooks.

20171. Erikson, Philip. Drama in Opera? A Comparative Analysis of Pirandello's Drama *Six Characters in Search of an Author* and Weisgall's Opera of the Same Name.

20172. Finlay, Joel S. The Production of an Italian Renaissance Play, Niccolo Machiavelli's *Mandragola.*

20173. Fudge, Tom D. Some Changes in the Perception of National Groups Resulting from a Cross-Cultural Human Relations Laboratory.

20174. Hanson, Jerome. The Settings for *Becket:* A Creative Thesis.

20175. Hayalian, Thomas. Social Factors Influencing Attendance in a Non-Credit Evening Program and the University Role as a Communicative Agency.

20176. Herrin, Roger C. An Analysis of Empathy as a Variable of Interpersonal Communication.

20177. Isquick, Peter. A Production Book of Scenes from *The Mikado* by Gilbert and Sullivan and *The Magic Flute* by Mozart.

20178. Maxwell, Dennis W. Photographic Essay of Cincinnati Entitled *Portrait.*

20179. Pates, Hugh. A Comparison of Group Communication Retreats with Silent, Meditative Retreats in Affecting Religious Values.

20180. Rosenblum, Marshall. Devising and Implementing a Curriculum for a Basic Acting Course Consisting of Students with a Diversified Background.

20181. Shorr, William. The Language of Samuel Beckett: Its Relevance to the Theater Today.

20182. Solomon, Mary E. The Effect of Supportive Personnel upon a Community Speech and Hearing Center.

20183. Talis, Hilary G. Comparison of Speech Discrimination Scores in Various Signal to Noise Ratios for Normal and Hearing Impaired Subjects.

20184. Theryoung, Richard. The Growth of Student Participation in Higher Education.

20185. Wagner, Paul R. An Evaluation of the Suitability of Walt Whitman's Poetry to Oral Interpretation Utilizing an Analysis of "Out of the Cradle Endlessly Rocking."

20186. Wolpert, Robert J. A Descriptive Analysis of Public Service Broadcasting at the Avco Broadcasting Corporation in Cincinnati, Ohio.

The City University of New York: Brooklyn College

1969

M.A. Theses

20187. Berman, Leonard Howard. A Production Book Following the Production of Thompson, Barer and Fuller's *Once Upon a Mattress.*

20188. Carlin, Sister Mary Deirdre. A Production Book Folowing the Presentation of Thornton Wilder's *Our Town.*

20189. Feit, Barbara. Radical Theatre Movement, 1960-1968; A Study of Three Radical Theatres: Bread and Puppet Theatre, San Francisco Mime Troupe, Living Theatre.

20190. Flickstein, Dan. A Rhetorical Analysis of the Speaking of Albert Shanker During the New York City Public School Crisis of 1968.

20191. Lieberman, Robert. A Production Book Following the Presentation of *Billy Liar* Presented to the Students of Canarsie High School.

20192. Lipman, David. Romantic Acting Style on the American Stage, 1810-1850.

20193. Lundrigan, Paul J. Scenery, Lighting, and Costume Designs for Alfred Hutchinsons' *The Rain-Killers.*

20194. Neufeld, Victor Samuel. An Analysis of the Production of the Television Program *Voices of the Children.*

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20195. Adler, Beryl T. A Comparison of Two Acoustic Stimuli for Eliciting a Response in Neonates.

20196. Barber, Arlene Frances. Attitude of Metropolitan New York Newscasters Toward a Craft Union.

20197. Borack, Sheila. A Study of Disfluency in Children with Articulation Defects.

20198. Boynton, John C. An Analysis of the Production of the Television Program *Landmark for the Deaf.*

20199. David, Michael Guerra. A Comparison of Reports Between the News Media and the U.S. Government Concerning the Vietnam War During 1966.

20200. Diggins, Dean. Rhythm Discrimination and Motor Rhythm Performance of Individuals with Functional Articulatory Problems.

20201. Drake, Richard. A History of Community Antenna Television in New York City from February, 1964, Until April, 1969.

20202. Fein, Louis I. Stuttering as a Cue Related to the Precipitation of Moments of Stuttering.

20203. Freund, Spencer A. An Analysis of the Audience Size and Reaction to ABC's Unconventional Convention Coverage.

20204. Friedman, Rochelle. Stuttering Adaptation in Relation to Word Order.

20205. Kent, Ethel. Current Trends in the Use of the Initial Teaching Alphabet with the Speech and Hearing Handicapped.

20206. Kosofsky, Joel M. The Use of Black Actors on Network Television.

20207. Marder, Rosalie Nancy. Level of Fluency Aspiration in Relation to Stuttering.

20208. Paine, Robert S. Television as a Medium of Communication in an Attempt to Solve Race-Related Problems.

20209. Perkins, Ruso Donald. The Producing of the Television Program *The Death of a Center.*

20210. Taub, Helene L. The Production Problems of the Television Program *The New York Aquarium.*

20211. Von Soosten, John Louis, Jr. The Production of the Television Program *Fun City's Traffic Tangle.*

20212. Wachtel, Jimmy. Producing the Instructional Television Program *Graphics for Television.*

20213. Yankwitt, Suzanne Eisdorfer. The Relationship Between Social Maturity and Language Age in Pre-School Children with Severe Hearing Loss.

M.F.A. Thesis

20214. Andreano, Michael. A Production Book Following the Presentation of Eugene O'Neill's *Beyond the Horizon.*

THE CITY UNIVERSITY OF NEW YORK: THE CITY COLLEGE

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M.A. Theses

20215. Brodsky, Judy M. The Speech and Language of the Schizophrenic.

20216. Palermo, Ellen A. The Effect of Verbal Mediation on the Concept Level of Trainable Retarded Children.

20217. Schwartz, Leslie. An Investigation of the Relationship Between the Voice of the Black College Student and Home Adjustment.

20218. Topper, Sofia T. The Language of the Culturally Disadvantaged Child.

Ph.D. Dissertations

20219. Franklin, Barbara. The Effect of a Low-Frequency Band (240-480 Hz) of Speech on Consonant Discrimination. [A-0138]

20220. Zelnick, Ernest. Comparison of Speech Perception Utilizing Monotic and Dichotic Modes of Listening. [A-0179]

20221. Zinberg, Mildred F. A Longitudinal Study of Acoustic Impedance Phenomena Before and After Stapedectomy. [A-0180]

THE CITY UNIVERSITY OF NEW YORK: QUEENS COLLEGE

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M.A. Thesis

20222. Smith, Craig R. The Campaign Speaking of Ronald Reagan, 1964-1966.

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M.A. Theses

20223. Berv, Vera L. A Study of the Relationship Between Auditory Discrimination Ability and the Perception and Evaluation of Two Styles of Language [illegible] Among Children from a Poverty Area.

20224. Elias, Platon. The Rhetoric of Richard M. Nixon in the 1968 New Hampshire Presidential Primary Campaign.

20225. Goldschmid, Leslie. An Analysis of the Relations Between Articulation Ability and Auditory Discrimination Ability in Young Children.

20226. Gover, Ruth. The *Liber Apologeticus* of Paulus Orosinus: A Translation and Commentary.

20227. Kruger, Barbara A. The Systematic Selection of 25 Monosyllables Which Predict the CID W-22 Speech Discrimination Score.

20228. Toscher, Elaine. Seasonal Variation in the Birthdates of Stutterers.

UNIVERSITY OF COLORADO
1969

M.A. Theses

20229. Campello, Robert. Sukarno of Indonesia: A Failure in Leadership.

20230. Copeland, Donna D. Fable Characteristics and Their Relationship to Eugene Ionesco's Play *Rhinoceros*.

20231. Culver, Maxie K. The Use of Cartridged Tape in Educational Theatre Sound Reproduction.

20232. Farnham, Joseph R. A Study of Prima Facie in Academic Debating.

20233. Hamilton, Mary E. A History of the Colorado State Speech League from 1914 to 1967.

20234. Majors, Rita J. The Development of an Independent Study Program in Theatre Arts for the Secondary School.

20235. Northwall, John H. A Study of Some Implications of Existentialism for Rhetorical Ethics.

20236. Richter, George. Jean-Claude van Itallie, Improvisational Playwright: A Study of His Plays.

20237. Wilson, Mary D. The Rhetoric of Plato.

COLORADO STATE UNIVERSITY
1969

M.A. Theses

20238. Hladky, Valerie A. Social Adjustment and Confidence Changes of Students Enrolled in High School Drama Courses.

20239. Kugler, Thomas W. Hubert H. Humphrey's Acceptance Speech at Chicago, 1968.

20240. Ladd, Ronald E. A Rhetorical Analysis of George C. Wallace.

20241. Martin, Mary. *The Feast of Fools* from 1190 to 1445.

20242. Schnaible, John A. Joe McCarthy: Demagogue for a Decade.

20243. Sysel, Roberta A. Andrew Comstock: Elocutionary Theories.

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20244. Ivey, Robert G. Tests for CNS Auditory Function.

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1969

Ph.D. Dissertations

20245. Schiavetti, Nicholas. Listeners' Judgments of Stuttering Severity as a Function of Type of Locus of Disfluencies in Stuttered Speech.

20246. Weisberg, Doris F. Effects of Certain Stimulus Variables on the Recognition and Comprehension of Verbal Stimuli in Aphasics.

D.Ed. Dissertations

20247. Hill, Wathina D. Comfortable Listening Levels for Noise.

20248. Lynch, Joan I. Language Performance of Aphasic Adults During the First Three Months Folowing Cerebrovascular Accident.

THE UNIVERSITY OF CONNECTICUT
1969

M.A. Theses

20249. Moore, Marcia. A Study of Testural Communicative Behavior in a Mentally Retarded Population.

20250. Rosenblatt, Richard S. An Analysis of the Speaking Theory and Practice of Thomas Brackett Reed.

UNIVERSITY OF DENVER
1969

M.A. Thesis

20251. Liggett, Sallie J. Children with Language-Disabilities: A Comparative Study of Their Parents' Attitudes.

Ph.D. Dissertations

20252. Clark, Anthony J. A Study of Order Effect in Persuasive Communication. [A-0097]

20253. Goding, William E. The Power and Hostility Dimensions of Free Speech Attitudes. [A-0100]

20254. Sieburg, Evelyn R. Dysfunctional Communication and Interpersonal Responsiveness in Small Groups. [A-0017]

20255. Stech, Ernest L. An Empirical Study of Videotape Self-Confrontation, Self-Evaluation, and Behavior Change in Speech Therapist Trainees. [A-0167]

20256. Stern, Mort P. Palmer Hoyt and the *Denver Post*: A Field Study of Organizational Change in the Mass Media of Communication. [A-0045]

20257. Teter, Darrel L. A Comparison of Auditory Thresholds in Cats as Obtained by Avoidance Conditioning and Summed Cortical Evoked Responses.

20258. Welch, Charles E. Subjective Probability and Source Credibility.

EASTERN MICHIGAN UNIVERSITY
1969

M.A. Theses

20259. Baugh, Ronald L. Summer High School Debate Institutes, 1969: A Survey and Analysis.

20260. Guernsey, Jacqueline L. Dramatic Arts Education in Michigan High Schools.

20261. Nichols, Raymond. History of the Ypsilanti Player, 1915-1931.

20262. Rose, Diana. Cheryl Crawford's Theatrical Career, 1925-1964.

EMERSON COLLEGE
1969

M.A. Theses

20263. Hollingworth, J. Edwin, Jr. A Proposed Methodology for the Exposure of Communications Within Organizations.

20264. Kahn, Ruth Mary Hamilton. School Speech Therapists and Their Public: Is More Information Needed?

20265. Martino, Patricia Ann. The Effect of the Therapist's Closed and Open Questions During a Semi-Standardized Interview on the Fluency of Adult, Male Stutterers.

20266. Sanner, Elizabeth K. The Speech Programs in the New Hampshire Public Secondary Schools.

20267. Smith, Shelley. The Effects of Prescribed Changes in the Interviewer's Speech and Silence Behavior on the Speech and Silence Behavior of Normal Children and Language Impaired Children.

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20268. Becker, R. Dennis. An Experimental Study to Determine the Effect of Total Darkness on Group Discussion.

20269. Berry, Lillian. Sentence Repetition as a Diagnostic Tool in Assesssing the Grammatical Performance of Language Impaired Children.

20270. Bloom, Elaine Shapiro. Some Measures of Listening Abilities of Experienced Binaural Hearing Aids in Monaural and Binaural Listening Situations.

20271. Goldman, Mark Ellis. Senator Edward Brooke's Views on the Vietnam War: A Study of Message-Change and Reaction.

20272. Goode, Matthew E. Efficiency of Teacher Referrals in a School Speech Testing Program Following In-Service Training.

20273. Habib, Duayne S. A Proposed Revision of the Speech Course at the Lawrence High School, Lawrence, Massachusetts.

20274. Salvatore, Anthony P. A Comparative Analysis of Two Instructional Programs Designed to Teach Young Children to Differentially Respond to an Auditory Stimulus.

20275. Silvestri, Marilyn A. The Concept of Taste: An Examination and Comparison of the Views of Hugh Blair and Current Oral Interpretation Textbooks.

20276. Singer, Joyce P. A Comparison of Subvocal Laryngeal Muscle Activity of a Stutterer and a Fluent Speaker Using Electromyography.

20277. Spilatore, Pamela G. A Comparison of Programmed Instruction and Narrative Text Instruction for Teaching Acquisition and Application of Principles of Observation.

20278. Thompson, Christopher R. A Descriptive Analysis of Five Facts Forum Films.

20279. Weinberg, Norma P. Analyses of Fluency and Interaction of Adult, Male Stutterers in Small Problem-Solving Groups.

THE UNIVERSITY OF FLORIDA
1969

M.A. Theses

20280. Arshen, Beverly S. Conceptual Sorting and Conceptual Verbalization in Institutionalized and Non-Institutionalized Educable Mentally Retarded Children.

20281. Booth, John C., III. Auditory Masking by Double-Sideband Suppressed Carrier Amplitude Modulated Sinusoids.

20282. Friedman, Marjorie Beth. Voice Qualities as Correlates of Role Behavior.

20283. Frome, Sheldon Williams. Strasberg and The Studio Actor.

20284. Grady, Lynn Bellows. Imagery Patterns in Children with Articulatory Deficits.

20285. Greenspan, Carrie F. Response Variability and Personality Factors in Automated Audiometry.

20286. Koestline, Norman Luther. Rhetoric in The Port Royal "Little Schools": 1637-1660.

20287. McCabe, Margaret Ellen. An Analysis of the Verb Phrase Patterns Employed in the Mother-Child Dyad.

20288. MacKay, Gordon Roger. The Use of an Aversive Stimulus to Condition Speech Nonfluencies.

20289. Stewart, Susan Michel. Auditory Masking by Continuous Speech.

20290. Strack, Linda Turgeon. The Psychoacoustic Differences Between Hearing Aid Earmolds.

Ph.D. Dissertations

20291. Colton, Raymond H. Some Acoustic and Perceptual Correlates of the Modal and Falsetto Registers.

20292. Cook, Victor Renard. The Neidhart Plays: A Social and Theatrical Analysis. [A-0190]

20293. Cunetto, Dominic J. Studies and Translations from the Italian Theatre Grotesque.

20294. Golder, Sharon Lee. Stuttering and Word Meaning: An Investigation of Semantic Space Utilizing the Semantic Differential Technique.

20295. Ruder, Kenneth F. Fluent and Hesitation Pauses as a Function of Syntactic Complexity.

20296. Schneider, Valerie Lois. The Development and Application of a Neo-Burkeian Framework for Rhetorical Criticism.

20297. Walker, David Ellis, Jr. The Rhetoric of the Restoration Movement: The Period of Inception, 1800-1832.

20298. Williams, William Norman. Deviant Lingual Patterns of Cleft Palate Speakers.

FORT HAYS STATE COLLEGE
1969

M.S. Theses

20299. Herman, Anna L. Dr. Chas. Monroe: The Rhetoric of a Religious Reformer.

20300. Roland, Jean R. Madame Vijaya Lakshmi: A Non-Violent Agitator.

GEORGE WASHINGTON UNIVERSITY
1969

M.A. Theses

20301. Craig, Maureen. Speech Articulation in Dysarthric Adults: A Comparison with Developmental Norms.

20302. Davis, Johnetta. The Effectiveness of a Group Language Development Program for Trainable Mentally Retarded Children.

20303. Glover, Ann. The Use of the Oscillograph in the Objective Identification of Voice Quality.

20304. Ingersoll, Solveig. Speech Reading Ability as a Function of Film Projection Speed.

20305. McPherson, David L. A Study of Impedance in the Plane of the Eardrum and Its Relationship to Middle Ear Pathology for Children.

20306. Stein, Mary E. The Use of Parental Questionnaires in the Evaluation of Aphasia and Hearing Loss.

UNIVERSITY OF GEORGIA
1969

M. Ed. Theses

20307. Black, Ruby C. An Investigation of Abilities of Auditory Memory, Auditory Discrimination, Sound Blending, and Auditory Closure in Children from Low Socioeconomic Environments.

20308. Bowers, Jane P. A Comparison of the Reliability and Usability of Prognostic Articulation Tests with Children in Kindergarten.

20309. McKinnon, Judith A. The Design and Construction of a Video Tape to Effect Changes in Attitudes Toward Stuttering.

20310. Norton, Kenneth. An Assessment of Neo-Natal Hearing Testing.

20311. Slocumb, Janne T. The Association of Colors with Selected Pure Tone Frequencies in a Negro Elementary School Population.

20312. Vickers, Marjorie J. An Investigation of Apraxia in Children with Articulation Problems.

20313. Wheeless, Jane M. The Effect of a Video Tape Presentation upon Attitudes Toward Stuttering.

20314. Youngblood, Mae. A Study of Language Abilities in Nine Spastic Cerebral Palsied Children.

M.F.A. Theses

20315. Arent, Sharon J. An Analysis of Expressionistic Dramatic and Theatrical Techniques Used in Selected Plays of Sean O'Casey.

20316. Bryson, Rhett B., Jr. The Setting and Lighting Design for *The Ballad of the Sad Cafe.*

20317. Crane, John C. A Design of a Setting for *Slow Dance on the Killing Ground.*

20318. Downs, Jon F. A Directory of the American Film: One Hundred Directors of Talking Pictures.

20319. Ellis, W. Hayward. A Production of Eugene Ionesco's *Jack, or the Submission* and *The Future Is in Eggs, or It Takes All Sorts to Make a World.*
20320. Holmberg, Paul C. *The Last of the Least* and *The Tiddly Winker.*
20321. Moody, Michael W. A Handbook for the Department of Drama and Theatre and the University Theatre.
20322. Robbins, Kenneth R. *The Piper of Bull Pen*: An Historical Drama in Two Acts.
20323. Williamson, Loyd A. Setting and Lighting Design for *Simple Simon.*

D.Ed. Dissertations

20324. Coston, Gale N. A Study of the Effects of Omissions and Substitutions of Selected Consonants on Intelligibility.
20325. Knight, Robert E. A Study of Judgments of Severity and Selected Reactions to Three Voice Quality Disorders.

UNIVERSITY OF HAWAII
1969

M.A. Theses

20326. Byers, Norma J. The Prediction of Personality Characteristics from Extent of Variability in Perceived Personality Characteristics.
20327. Mills, Cary. The Modification of Some Methodological Procedures Employed in Dissonance Research.
20328. Mills, Caryl R. Development and Evaluation of Programmed Instructional Materials to Teach Analogy at the K-2 Level.
20329. Turnbull, Jill. The Production and Testing of a Program Designed to Train K-2 Children How to Evaluate Arguments.

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20330. Randall, Carol L. A Study of Responses of Preschool Children to Continuous Tone, Warble Tone and Pulse Tone.

UNIVERSITY OF HOUSTON
1969

M.A. Thesis

20331. Kvols, Martha. Auditory Roughness and Second Formant Frequency Position.

HUMBOLDT STATE COLLEGE
1969

M.A. Theses

20332. Crump, Robin A. *Lucy,* A Thirty Minute Film.
20333. Dart, Richard E. The Search for Dylan Thomas and Some Other Characters.
20334. Fensterman, R. J. *In and Out.*
20335. Holler, Michael E. An Analysis of an Experimental Stage Design in Children's Theatre.
20336. Wildman, James W. Sound for the Theatre.

UNIVERSITY OF ILLINOIS
1969

M.A. Theses

20337. Amerman, James D. An Investigation of the Timing and Synergy of Jaw Movement and Lip Retraction in Normal Speech.
20338. Deile, Carolyn. Paul Tillich's Theory of Symbolism.
20339. Gammon, Sylvia A. Stress, Juncture and Articulation Under Oral Anaesthetization and Masking.
20340. Harte, Thomas B. A Test of Audience Ability to Apply the "Tests of Evidence."
20341. Hudson, Lee. An Application of the Operations of Metaphorical Expression to the Process of Oral Interpretation.
20342. Hynes, Geraldine. Effects of Syntactic Complexity on Children's Sentence Production and Understanding.

Ph.D. Dissertations

20343. Abou-Saif, Laila N. The Theatre of Naguib el Rihani.
20344. Carey, Judith. Measurement of Audience Response to Persuasive Speeches with an Audience Response Recorder. [A-0096]
20345. Glenn, George. *The Merry Wives of Windsor* on the Nineteenth Century Stage. [A-0196]
20346. Goodwin, Fred B. A Study of the Relationship Between Certain Encoding Environments and Selected Aspects of Speaking Style.
20347. Green, Richard L. The Shakespearean Acting of Edwin Forrest. [A-0200]
20348. Hagness, Don E. A Preliminary Investigation of the *Modified Rhyme Test* as a Test of Speech Discrimination. [A-0140]
20349. Ilardo, Joseph A. The Bradlaugh Case: A Study of the Parliamentary Debates Concerning the Affirmation-Oath Controversy, 1880-1891. [A-0067]
20350. Laurent, Eugene M. Walter Hampden, Actor-Manager. [A-0206]
20351. Lowe, John, III. Cinefluorographic Investigation of Articulatory Timing.

20352. Smith, Alden C. The Reverend Sydney Smith's Theory of Wit and Humor: Origin, Elements, and Applications to His Rhetorical Practice. [A-0117]

20353. Toscan, Richard E. The Organization and Operation of the Federal Street Theatre from 1793 to 1806. [A-0230]

ILLINOIS STATE UNIVERSITY, NORMAL
1969

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20354. Bergstrom, Brenda. Design and Execution of Costumes for a Production of *The Taming of the Shrew*.

20355. Eler, Barbara J. A Chamber Theatre Production and Production Notebook of Virginia Woolf's *To the Lighthouse*.

20356. Hayse, Robert. Assessing Speaking Effectiveness Through Newspaper Editorial Analysis: The Nixon Inaugural.

20357. Mattys, Marilyn Stains. Amanda and Claire: A Study in Acting. The Preparation and Performance of Two Roles in the University Theatre.

20358. Mishler, Diane Baker. An Analysis and Production Book of *Uncle Vanya*.

20359. Stadler, Jo Ellen. An Analysis and Performance of Two Roles.

INDIANA UNIVERSITY
1969

M.A. Theses

20360. Allen, Karen M. The Effect of Rate of Signal Attenuation Change, Mode of Signal Presentation, and Frequency upon Measurement of Threshold Values in Automatic Audiometry.

20361. Beam, Richard S. An Analysis of the Production of Shakespeare's *The Merry Wives of Windsor* as Revealed in the Promptbook of the Presentation at the Theatre Royal, Birmingham, During the Management of Mercer Hampson Simpson.

20362. Bourne, Michael L. "Selves Fly Away in Madness"; A Study of Character in the Plays of Leroi Jones.

20363. Bryan, George B. Edwin Booth's Production: *King Richard II*.

20364. Clark, Thomas D. The Philosophical Bases of Richard Weaver's View of Rhetoric.

20365. Corcoran, Joseph A., Jr. The Effect of the Response-Contingent Presentation of "Wrong" on Stuttering in Children and Adolescents.

20366. Doktor, Marjorie C. A Generative Transformational Analysis of Syntactic Comprehension in Adult Aphasics.

20367. Dowling, Susann. A Comparison of Memory Span for Syllables Orally Presented to Children with Normal and Defective Articulation.

20368. Dunham, Richard B. Experiments in Slide Preparation for Scenic Projection.

20369. Feinberg, Benjamin A. The Effect of Response-Contingent Verbal Stimulus "Goog" on Stuttering Behavior: An Experimental-Clinical Approach.

20370. Floyd, James J. The Rhetorical Theory of Lorenzo Sears.

20371. Forester, Mary G. William D. Howells' Criticism of American Drama and Theatre: 1864-1904.

20372. Fryer, Betty G. Durations of Pre-Vocalic and Post-Vocalic Consonants.

20373. Gage, Ann D. Auditory Discrimination and Recognition—Conceptualization Ability in Aphasic Adults.

20374. Good, Uvieja Z. Belva Ann Lockwood's 1884 Presidential Campaign.

20375. Gunn, Sister Donna L. Thornton Wilder's *The Skin of Our Teeth*: Analysis and Study of Sources.

20376. Hanson, Thomas L. A Project in the Design and Execution of the Stage Lighting for a Production of Bertolt Brecht's *The Threepenny Opera*.

20377. Heron, Barbara A. A Voice in the Vocal Minority: Vance Hartke's Anti-Vietnam Speaking.

20378. Hunt, George R. A Project in Design and Execution of a Stage Setting for Production of Oscar Wilde's *The Importance of Being Earnest*.

20379. Jacobus, Marion. An Experiment in Playwriting for a Children's Puppet Theatre.

20380. Jenkins, Charles A. The Translation and Production of Three Comedies from Lesages' *Théâtre de la Foire*.

20381. Kasle, Daniel. Charles Laughton's Techniques of Oral Interpretation.

20382. Katsuias, Andrew C. An Analysis and Performance of the Role of Monsewer in Brendan Behan's *The Hostage* in the Indiana Theatre Company.

20383. Kelly, Larry J. An Historical and Rhetorical Analysis of the 1896 Indiana Campaign of William Jennings Bryan.

20384. Kolodny, Marvin R. Disfluency Patterns in the Spontaneous Speech of College Students Who Stutter.

20385. Kraat, Arlene W. Speech Processing Behavior in Hearing Handicapped Children.

20386. McGee, Thomas E. A Project in Design and Execution of a Stage Setting for a Production of George Farquhar's *The Recruiting Officer*.

20387. Nichols, Harold J. The Attitudes of the Theatre-Going Public Toward Native American Drama from the End of the Revolutionary War to 1830.

20388. Poggi, Gregory J. *A Passage to India*: The Novel as a Play.

20389. Reed, Barbara W. A Comparative Study of the MX 41/Ar and the Auraldome Earphone Cushions.

20390. Resur, Ward. Design and Execution of Production Elements: *King of the Golden River*.

20391. Schlicher, Jenifer R. *Emily*: A Study of Emily Dickinson for Oral Interpretation.

20392. Shields, Elizabeth A. A Descriptive Study of Adult Responses to Child Utterances.

20393. Stern, Edward J. The Language of Harold Pinter.

20394. Swinney, David A. Recognition Search Through Short Term Memory in Aphasics.

20395. Taylor, Nancy R. Indications of the Stage Structure of the Seventeenth Century Spanish *Corrales* in the *Comedias* of Pedro Calderon de la Barca.

20396. Triggs, Pamela J. A Project in Design and Execution of a Stage Setting for a Production of Tennessee Williams' *Summer and Smoke*.

20397. Wood, Carolyn N. Designs and Execution of Costumes for a Production of Jean Genet's *The Blacks*.

20398. Work, Nancy H. The Relationship of Monosyllabic Discrimination Test Scores for Frequency Distorted Speech and the Improvement with Auditory Training.

Ph.D. Dissertations

20399. Fox, Joseph P. Exploration of Relationships Between Each Hemisphere and the Comprehension of Visual Stimuli of Various Grammatical Structures.

20400. Hagan, John P. Frederick Henry Koch and the American Folk Drama (Part 1 and 2).

20401. Honaker, Gerald L. Edwin Booth, Producer. A Study of Four Productions at Booth's Theatre: *Romeo and Juliet, Hamlet, Richelieu,* and *Julius Caesar*.

20402. Hopper, Arthur B., Jr. Sheldon Cheney: Spokesman for the New Movement in the American Theatre, 1914-1929. [A-0202]

20403. Hu, John Yaw-herng. Ts'ao Yü: Playwright of Discontent and Disillusionment. [A-0203]

20404. Kowitz, Albert C. The Effect of Varying Amounts of Factual Information on the Acceptance of Propositions of Fact and Policy.

20405. Litto, Fredric M. Edmund Simpson of the Park Theatre, New York, 1809-1848. [A-0208]

20406. Potts, Norman B. The Acting Career of James Fennell in America. [A-0222]

20407. Randolph, Kenneth J. Temporary Auditory Threshold Shift as a Function of the Frequency of Exposure and Test Tones.

20408. Shaw, Wayne E. God's Herald: A Rhetorical Analysis of the Preaching of James S. Stewart. [A-0083]

20409. Sullivan, John L. Politics and Personality: The Development of the Counter-Image of Andrew Jackson. [A-0087]

20410. Tanzi, Lawrence A. The Effect of Communication and Persuasibility upon Shift-to-Risk.

20411. Taylor, K. Phillip. An Investigation of Majority Verbal Behavior Toward Opinions of Deviant Members in Group Discussions of Policy. [A-0019]

20412. Weaver, Richard L., II. Forum for Ideas: The Lyceum Movement in Michigan, 1818-1860. [A-0090]

20413. Whitehead, Jack L., Jr. An Experimental Study of the Effects of Authority-Based Assertation.

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M.A. Theses

20414. Bratt, David L. The Psychic Trap in John Arden's *Serjeant Musgrave's Dance*.

20415. Butler, Robert O. The Day of the Sniper.

20416. Duffy, Holly M. The Preparation and Performance of Two Roles in the University Theatre.

20417. Etling, Sheryl B. A Critical Study of the Temperance Speaking of Frances E. Willard.

20418. Fontaine, Suzanne E. A Study of Circularity in *No Exit, The Balcony,* and *Waiting for Godot*.

20419. Giles, Stephen B. Reliability of Clinical Judgments of the Oral Mechanism.

20420. Gilroy, Eleanor K. A Project in Costume Design for Shakespeare's *The Merchant of Venice* as Produced at the University Theatre, The University of Iowa.

20421. Kent, Raymond D. Articulatory Dynamics of Voiced and Voiceless Stop Consonants.

20422. Lipson, Pauline. Communication Skills of Mongoloid Children.

20423. Lynn, James M. Bekesy Threshold as a Function of Attenuation Rate.

20424. Smit, Ann C. Relationships of Selected Physiological Variables to Speech Defectiveness of Athetoid and Spastic Cerebral Palsied Children.

20425. Smit, David W. A Critical Analysis of Three Plays by Charles Williams.

20426. Smith, Mary L. An Evaluation of the Iowa Community Theatre Tutoring and Exchange Program.

20427. Stein, Norman W. Visual Abstractions and Learning.

20428. Wietecha, Ronald W. The Parliamentary Speaking of Thomas Erskine.

20429. Wissink, Harold W. A Survey of the Speech-Making in the Eighteenth Session of the United Nations General Assembly.

20430. Wuertz, Richard D. The Effect of Three Modes of Memorizing Lines upon Immediate and Short-Term Recall.

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20431. Davidson, Barbara J. A Project in Costume Designing for Dryden's *Marriage a la Mode* as Produced at the University Theatre, The University of Iowa.

20432. Duncan, Nancy K. Study, Analysis, and Discussion of Two Roles for Performance: Hecuba in *The Trojan Women* and Julia in *A Delicate Balance*.

20433. Larew, Donald E. A Project in Scenic and Lighting Design for the University of Iowa Production of Denis Johnston's *The Moon in the Yellow River*.

Ph.D. Dissertations

20434. Carney, Patrick J. Structural Correlates of Nasality.

20435. Carpenter, Mary A. An Evaluation of Certain Therapy Instructions Intended to Reduce Nasality.

20436. Engdahl, Lynn H. A Study of Debate in the United States Senate: The 1957 Debate over Civil Rights. [A-0061]

20437. Favors, Aaron. Effects of Anesthesia on Auditory Bone-Conduction Thresholds.

20438. Felsenthal, Norman A. Racial Identification as a Variable in Instructional Media. [A-0005]

20439. James, Wiliam R. Clay Meredith Greene (1850-1933): A Case Study of an American Journeyman Playwright. [A-0204]

20440. Mills, John H. The Effects of the Acoustic Reflex upon Temporary Threshold Shifts.

20441. Netsell, Ronald W. A Perceptual-Acoustic-Physiological Study of Syllable Stress.

20442. Pierce, Roger. Three Play Analyses.

20443. Pixley, Edward E. A Structural Analysis of Eight of Sean O'Casey's Plays. [A-0221]

20444. Woods, Charles L. Social Position and Speaking Competence of Third-Grade and Sixth-Grade Stuttering Boys.

UNIVERSITY OF KANSAS
1969

M.A. Theses

20445. Bliese, John R. E. Vladimir Ilyich Lenin's Theory of Persuasion as a Revolutionary Strategy.

20446. Engmann, Deedra L. The Effects of Simultaneous and Successive Presentation of Stimuli on Aphasic Performance on a Visual Discrimination Task.

20447. Eveslage, Roberta A. The Effects of Random and Response Contingent Verbal Aversive Stimuli upon Disfluencies of Normal Speakers.

20448. Gilbert, Shirley J. An Investigation of Self Esteem and Cognitive Complexity in the Impression Formation Process.

20449. Hewitt, Janice C. The Development of the International Association of Theatre for Children and Young People with Particular Emphasis on the United States' Participation.

20450. Hirsch, Virginia A. The Role of Children in Dramatic Activities in the Middle Ages.

20451. Johnson, Kenneth W. The Effect of Selected Vowels on Laryngeal Jitter.

20452. McDonough, Patrick D. The One Act Play Festival in Kansas, Missouri, Iowa, and Nebraska: A Descriptive Study.

20453. Morgan, David M. A Theatre Project in an Urban Negro Community.

20454. Pedretti, Michael A. A Study of the Development and Growth of the Milwaukee Repertory Theatre.

20455. Riach, W. A. D. The Aspirate and Lingua-Dental Fricative in Newfoundland Speech.

20456. Roth, Emalou. The Family Structure of Edward Albee's Plays.

20457. Snapp, Terry L. An Analysis of Communication Between the R.L.D.S. Church and the General Public in the Independence-Kansas City, Missouri, Area.

20458. Swanson, David L. An Analysis of the Rhetorical Design of George C. Wallace's 1968 Presidential Campaign.

20459. Swenson, Carol A. The Influence of Discrimination Training on the Acquisition of a Naming Response.

20460. Williams, Charles L., Jr. A Field Study of Interpersonal Trust and Related Group Characteristics.

20461. Wright, Virginia A. Comparison of Imitative and Spontaneous Speech Samples in the Evaluation of Articulation Change with Therapy.

Ph.D. Dissertations

20462. Beck, Robert N. Syntactic Abilities of Normal, and MR Children of Similar Mental Age. [A-0123]

20463. Bohlken, Robert L. A Descriptive Study of the Relationship Between Interpersonal Trust and Speech Teacher Effectiveness. [A-0004]

20464. Brunt, Michael A. Auditory Sequelae of Diabetes. [A-0128]

20465. Cleckner, Paul W. The Sermon as a Communication Event in the Church of the Nazarene. [A-0057]

20466. Costello, Janis M. The Effects of Social Stimuli on Verbal Responses of Adult Aphasic Subjects. [A-0134]

20467. Hubbell, Robert D. An Exploratory Study of Selected Aspects of the Relationship Between Family Interaction and Language Development in Children. [A-0142]

20468. Johnson, Thomas S. The Development of a Multidimensional Scoring System for Observing the Clinical Process in Speech Pathology. [A-0144]

20469. McClelland, William D. A Study of Generalization of Correct Responses in an Articulation Program for Adults. [A-0148]

20470. Patton, Bonnie R. The 1968 Political Campaign of Senator Eugene J. McCarthy: A Study of Rhetorical Choice.

20471. Rabby, Llewellyn B. An Analysis of Perceptual Confusions Among Sixteen English Consonant Sounds in a Theatre. [A-0223]

20472. Schall, Celia M. The Treatment of Selected Themes in Recent American Dramas About Negroes: 1959-1967. [A-0227]

20473. Smith, Kenneth E. An Experimental Study of the Effects of Systematic Reinforcement on the Discrimination Responses of Normal and Hearing Impaired Children. [A-0165]

20474. Sung, Jing J. An Experimental Study of the Performance and Intelligibility of Individual Hearing Aids Utilizing Microphone and Induction Coil Input. [A-0169]

20475. Sung, Show S. A Study of the Sensitivity and the Reliability of Three Tone Decay Tests with Reference to Cochlear Pathology. [A-0170]

20476. Tubbs, Stewart L. Interpersonal Trust, Conformity, and Credibility. [A-0020]

20477. Twedt, Michael S. The War Rhetoric of Harry S Truman During the Korean Conflict. [A-0088]

20478. Weston, Alan Jay. The Use of Paired Stimuli in the Modification of Articulation. [A-0175]

20479. Wright, Jack B. The Living Theatre: Alive and Committed.

Kansas State College of Pittsburg
1969

M.S. Theses

20480. Hedges, Karen P. A Survey of Kansas Community Theatres.

20481. Stvenak, JoAnne M. The Oratory of Red Cloud, Oglala Sioux Chief.

Kansas State Teachers College, Emporia
1969

M.S. Theses

20482. Fowler, Larry. History of the Stevens Opera House, Garden City, Kansas, 1886-1929.

20483. Hadley, Michael E. Themes and Their Development in the Creation of Ethos During the Western Tour of Warren G. Harding.

20484. Klein, Larry L. Contemporary Drama in the Contemporary Church.

20485. Remmers, Larry G. Failure in Kansas City: A Study of an Attempt to Found a Professional Theatre.

KEARNEY STATE COLLEGE
1969

M.A. Thesis

20486. Zurlein, George. An Analysis of Certain Outstanding Characteristics of Winston Churchill's Speaking.

KENT STATE UNIVERSITY
1969

M.A. Theses

20487. Abelson, Ruth K. A Proposal for Appropropriate and Realistic Goals for a Compensatory Oral Language Course for Culturally Deprived Elementary School Students.

20488. Barkalow, Sherill J. The Nature and Management of the Kent State University Theatre Touring Repertory Company, 1968 Season.

20489. Bianchi, Joseph E. Production of the Student Musical *Oliver* at Kent State University, Spring, 1969.

20490. Blakslee, Bette A. Adaptation of Seventeenth Century French Costume for a Low-Budget Community Theatre Production of *Tartuffe*.

20491. Cowell, William G. The Role of a Choreographer in a High School Production of *Oklahoma*.

20492. Darling, Margaret J. Costumes for Three Interpretations of *A Doll's House*.

20493. DePompei, Roberta F. The Relationship of Response Amplitude and Latency to Stimulus Intensity in Evoked Response Audiometry with Pre-School Children.

20494. Deter, Susan K. A Three Season Survey of Wittenberg University's Upward Bound Theatre Program.

20495. Gorick, Larry W. An Analysis of the Kent State University School Observational Television System.

20496. Hill, Sandra L. A Readers' Theatre High School Program and Sample Scripts for Use in the Classroom.

20497. Hines, Michael T. Integration of Plot and Character in the Published Plays of William Hanley.

20498. Hurley, Raymond M. An Investigation of the Relationship Between Oscillator Placement and Bone Conduction Measurements with Monaurally Deaf Subjects.

20499. Kauffman, Robert P. The Adaption of Set and Lighting Designs for the 1968 Kent State University Touring Repertory Company for Eight High School Stages.

20500. Kurlander, Richard A. The Application of Federal Regulation of Broadcast Advertising as Delineated by the Federal Communications Commission and the Federal Trade Commission.

20501. Margolis, Robert H. Item Difficulty as a Criterion for Selection of Speech Discrimination Test Materials.

20502. Miller, Larry D. An Investigation of Attitude Change Among Black Ego-Involved High School Students.

20503. Moses, William A. Design of Costumes and Stage Settings for the 1969 Kent State University Touring Repertory Company Production of *The Beggar's Opera Revisited*.

20504. Pierson, Samuel C. *The Lotus from the Slime*.

20505. Reller, Janis S. The Effect of Specified Amounts of Auditory Stimulation on the Oral Word Responsiveness of Adult Aphasics.

20506. Robb, Phillip L. Designs for a Production of *Oedipus the King*.

20507. Sakata, Reiko T. An Investigation of the Behaviors Included Within the Stuttering Moment.

20508. Schmidt, Robert K. A Comparison of SRT and Pure Tone Audiometric Thresholds.

20509. Svobda, James S. Auditory Verbal Recognition Ability of Aphasic Adults Under Two Conditions of Listening.

20510. Willis, Dale M. Comparative Scene Designs for Selected Plays by Henrik Ibsen.

20511. Wrenn, Charles M. Which of a Selected Series of Factors Characteristically Differentiated Winning and Losing Ohio High School Debate Programs, 1967-68.

LOUISIANA STATE UNIVERSITY, BATON ROUGE
1969

M.A. Theses

20512. Hill, Billie. Reproduction of Visually Perceived Forms in Children with Abstract Thought as Opposed to Children with Concrete Thought.

20513. Hornsby, Carolyn Lee. A Study of the Circuit Chautauqua in Lake Charles, Louisiana, 1916-1931.

20514. James, Patricia R. Oral Reading in New Orleans from 1890 to 1900.

20515. Kirby, Kaylin R. Public Reading in Chicago from 1912 Through 1916.

20516. Lauve, Jane F. Manometric and Spirometric Predictions of Speech Adequacy in Cleft Palate Individuals.

20517. Lemoine, Laura F. A History of Radio Station WSMB, New Orleans, Louisiana, 1925 Through 1967.

20518. Michael, Larry D. A Study of the Relationship Between Critical Reviews and the Preferences of Viewers for Selected New Television Programs of the 1963 Through 1967 Seasons.

20519. Wilson, Robert, Jr. A History of the Theatrical Activities of the Four Negro Colleges in Louisiana from Their Beginnings Through the 1966-1967 School Year.

Ph.D. Dissertations

20520. Gary, Denys J. The Modern French Theatre: The Catholic Plays of Henry De Montherlant. [A-0195]

20521. Heard, Betty R. Phonological Analysis of the Speech of Hays County, Texas.

20522. Kelley, William G., Jr. Thomas Reid's Communication Theory. [A-0107]

20523. Wade, Luther I. The Dramatic Functions of the Ensemble in the Opera of Wolfgang Amadeus Mozart. [A-0231]

LOUISIANA STATE UNIVERSITY, NEW ORLEANS
1969

M.A. Theses

20524. Bonnaffons, Kenneth J. A Production of *The Lady's Not for Burning* by Christopher Fry.

20525. Miller, Jacquelyn E. Aspects of Sacred Marriage in the Drama of the Mass.

20526. Naveh, Edith B. Elements of War Propaganda in Three of Lillian Hellman's Plays.

20527. Rennick, Nancy A. A Study in the Creaation of Two Roles.

20528. Rosefeldt, Paul N. The Hero in Strindberg's Naturalistic Drama.

20529. Sanchez, George. A Production of Thomas Dekker's *The Shoemaker's Holiday.*

UNIVERSITY OF MAINE
1969

M.A. Thesis

20530. Flanders, Alden B. A Study of the Influence of the Forces Described by Harvey Cox in *The Secular City* on One Aspect of the Avant-Garde Theatre.

MANKATO STATE COLLEGE
1969

M.A. Theses

20531. Esbjornson, John H. A High School Director's Promptbook of Max Frisch's *The Firebug.*

20532. Hitchcock, Dennis P. A Project in Stage Direction: A Production of Luigi Pirandello's *Six Characters in Search of an Author.*

20533. Pratt, Marilyn S. A Production Thesis of the *Land of the Dragon.*

20534. Regan, Sheila V. A Rhetorical Analysis of Selected Speeches of Floyd B. Olson.

M.S. Thesis

20535. Hall, Hugh L. A Study of Audience Adaptation in Voice of America Broadcasts.

UNIVERSITY OF MARYLAND
1969

M.A. Theses

20536. Case, Linda W. An Annotated Bibliography on Auditory Memory Span.

20537. Coffman, Richard A. A Study of the Relationship Between Bias and Listening Comprehension.

20538. Dittman, Stephen P., Jr. A Survey of Attitudes Concerning the Utilization of Television in the Development of Communicative Skills of Military Personnel.

20539. Domush, Ellen R. Arena Stage: An Experiment in Training for the Resident Acting Company.

20540. Fleischman, Charles W. An Analysis of the Ethical Appeal in Selected Political Speeches of Norman Thomas in the 1948 Presidential Campaign.

20541. Forehand, Mildred. An Annotated Selected Bibliography on Language and Speech Improvement.

20542. Gaines, Robert A. The Truth and Illusion Conflict in the Plays of Edward Albee.

20543. Gimbel, Phyllis A. An Investigation of the Relationship Between Oral Stereognosis and the Severity of Stuttering.

20544. Groth, Kathryn B. An Annotated Bibliography on Aphasia.

20545. Hassan, Albert L. A Production Book of Jean-Paul Sartre's *The Respectful Prostitute.*

20546. Jaffe, Sharon G. A Survey of Periodical References to Etiology, Pathology, Symptoms, and Treatment of Voice Disorders.

20547. Jolles, Dorinda D. A Comparative Analysis of Logical, Ethical and Emotional Proof Used by Richard Nixon in His 1960 and 1968 Acceptance Addresses Before the Republican National Conventions.

20548. Kane, Nancy R. An Annotated Bibliography of the Psychological Aspects of Stuttering.

20549. Karp, Laenu A. A Critical Review of Stylistic Embellishment in the Speeches of Some Latter Prophets of the Pre-Exilic Period.

20550. Knobloch, Cassandra L. Adaptation and Production Book of A. A. Milne's *Winnie-the-Pooh.*

20551. Langer, Deana K. Adult Aural Rehabilitation: Its History and Current Techniques.

20552. Lofgren, Sarah I. A Production Thesis of Tennessee Williams' *Summer and Smoke.*

20553. Madach, Michael J. The Design and Execution of Stage Settings for a Children's Theatre Production of *Young Dick Whittington.*

20554. Mark, Lois. A Comparative Analysis of Winnifred Ward's Concept of Creative Dramatics and Peter Slade's Concept of Child Drama.

20555. Moorhead, Elizabeth S. An Investigation of Immediate Memory Span In Normal Children.

20556. Patterson, Ruth. The Costume as the Mask as Reflected in the University of Maryland's 1966 Production of Moliere's *The Imaginary Invalid.*

20557. Polangin, Arlene K. A Preliminary Study of Test Construction for Testing Language Skills of First Grade Children.

20558. Raveling, Gordon R. Hubert Humphrey's Rebuttal of Criticism on the Vietnam Issue in the 1968 Presidential Campaign.

20559. Rehr, Mark A. A Production Book of *The World of Sholem Aleichem.*

20560. Serapiglia, Kathryn L. An Investigation of Associative Disturbances as a Function of Articulation Deviation.

20561. Teran, Jay R. S. The Performance of the Metropolitan Opera Audience: 1883-1966.

20562. Tikoian, John T. Lyndon Johnson on Escalation in Vietnam: An Idea-Centered Study in Rhetorical Strategy.

20563. Zimmerman, Robert L. A Study of the Effect of Speaker Vocal Level on the Intelligibility of Nonsense Syllables.

Ph.D. Dissertations

20564. Carter, John F. A Linguistic Feature Study of Aphasic Responses to a Free Word Association Task. [A-0132]

20565. Malin, Jerald A. The Use of Linguistics in the Analysis of Language Skills of Children. [A-0150]

20566. Urban, Beth J. The Masking Effects of Interrupted Tonal Stimuli upon Pure Tones.

UNIVERSITY OF MASSACHUSETTS
1969

M.A. Thesis

20567. Corea, Elizabeth. Edward W. Brooke: A Pragmatist Speaks to College Audiences on First Principles.

M.F.A. Thesis

20568. Reed, Daphne. Production Book for *Purlie Victorious.*

MIAMI UNIVERSITY, OHIO
1969

M.A. Theses

20569. Emrick, Michael Ray. An Analysis of the Rationale and Cost of WMUB-TV Coverage of a Projected Schedule of Miami University Inter-Collegiate Sports Events for the Academic Year.

20570. Hawk, Jeffery Lee. Hitler's Concepts of Persuasion as Revealed in *Mein Kampf.*

20571. Kipp, Eugene William. A Synthesis of Recent Persuasive Theory.

20572. Swayne, Joyce E. A History of the Neighborhood Playhouse.

20573. Wiecek, Donna Marie. A Rhetorical Analysis of the Speech Delivered by Edmund Sixtus Muskie at Miami University, February 17, 1969.

THE UNIVERSITY OF MICHIGAN
1969

M.A. Theses

20574. Georgilas, Anthony. A Detailed Study of Preproduction and Post-Production Costs of a One-Hour Segment in *The Fugitive* Series.

20575. Rolling, Hubert. Alma and Blanche: Janus-Heads.

20576. Tarno, Donald P. A Comparative Critical Analysis of Abba Eban's Major Addresses to the United Nations: 1956 and 1967.

20577. Wertz, Marjorie D. The Chartist Moral vs. Physical Force Controversy: An Historical-Critical Analysis.

Ph.D. Dissertations

20578. Berman, Marilyn S. An Experimental Study of Measures of Perturbed Speech. [A-0125]

20579. Bladel, Roderick L. An Analysis of Walter F. Kerr's Theatrical Criticism: 1950-1969. [A-0186]

20580. Byker, Donald. Plato's Philosophy of Natural Law as a Key to His View of Persuasion. [A-0095]

20581. Fisher, Lawrence F. A Descriptive Study of the Acting Career of James O'Neill. [A-0194]

20582. Gonzalez, Mercedes L. Development and Evaluation of a Programmed Procedure for Training Classroom Teachers to Make a Preliminary Identification of Children with Certain Speech Disorders in Public Elementary Schools in Puerto Rico. [A-0007]

20583. Haushalter, William R. The Programming of Platform Artists at The University of Michigan, 1912-1961. [A-0025]

20584. Hickey, Timothy R. Methodist Preaching at the Time of the Formation and Development of the Detroit Annual Conference of the Methodist Church: 1856-1869. [A-0065]

20585. Kipfmueller, Leo. Effects of Palatal Lift and Modified Palatal Lift Appliances on Speech and Velopharyngeal Function.

20586. Langston, Billie J. A Historical Study of the UAW Television Program *Telescope*. [A-0034]

20587. Larson, Robert F. The Effects of a Sex-Education Television Series on the Attitudes and Family Sex Communication Patterns of Senior High School Students. [A-0035]

20588. Mencher, George T. An Investigation of the Growth of Loudness in the Ears of Brain Damaged Adults. [A-0151]

20589. Mulac, Anthony J. An Experimental Study of the Relative Effectiveness of Three Feedback Conditions Employing Videotape and Audiotape for Student Self-Evaluation. [A-0009]

20590. Onder, James J. The Use of Television in Psychiatric Education. [A-0039]

20591. Owen, Mack. The Aesthetic Basis of the Plays of Jean Genet. [A-0219]

20592. Patterson, Dorothy F. An Historical, Descriptive Study of the Television Teaching of Spanish in the Detroit Public Schools Following the Principles of Foreign Languages in the Elementry School (FLES). [A-0011]

20593. Reynolds, Christopher M. Personality Traits of Approving and Disapproving Responders to Controversial Theatre Material. [A-0225]

20594. Reynolds, Lessie M. An Analysis of the Non-Verbal Symbolism in Federico Fellini's Film Trilogy: *La Dolce Vita*, *8½*, and *Juliet of the Spirits*. [A-0040]

20595. Schultz, Beatrice G. The Socialist Party Conventions, 1904-1912, and Their Internal Rhetoric. [A-0082]

20596. Stillwell, LaVern H. An Analysis and Evaluation of the Major Examples of the Open Stage Concept as Initiated at Stratford, Ontario, to 1964. [A-0229]

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1969

M.A. Theses

20597. Bender, Martin R. An Introduction to Organized Labor in Television.

20598. Brainerd, Susan C. H. An Investigation of the Relation Between Performance on a Filmed Lipreading Test and Analysis of the Visual Environment.

20599. Cruickshank, Lyle R. An Examination of the Current Approaches to and Effects of Screen Education in Selected Schools of the Toronto Area.

20600. Davison, Daniel W. Auditory Synthesizing Abilities of Children with Varying Degrees of Articulatory Proficiency.

20601. Gordon, Thomas F. Television Preferences, Attitudes, and Opinions of Inner-City Rioters and Non-Rioters: An Exploratory Study.

20602. Grant, Roger A. Elements of Television Newsfilming.

20603. Gray, Bruce R. A Case Study of *MSU: Sight and Sound*—A Student-Produced Television Series.

20604. Hanney, Elizabeth A. A Film Adaptation of the Novel *Dandelion Wine*.

20605. Jankowski, Eugene F. An Analysis of the Four Radio Networks of the American Broadcasting Company.

20606. Keezer, Philip W. A Study of the Relationship Between Selected Variables and Job Satisfaction Among Television Teachers.

20607. Miller, Eric S. An Investigation of the Effects of Television Broadcasting on the Attendance of Non-Major Football-Playing Institutions' Football Games.

20608. Parker, Helen J. The Relationships Between Television Viewing Behavior and The Inter-Personal Communication of Children.

20609. Riggs, Bruce D. The Making of the Motion Picture *A Memory*.

20610. Roche, Madeline F. A Critical Analysis of the Content and Development of Young Children's Television Programs.

20611. Sanderson, Elliot B. The Rationale for and the Historical Development of a Student Produced Television Series at Michigan State University.

20612. Smitley, Ellen K. The Effect of Continuous Versus Intermittent Exposure to Rock and Roll Music upon Temporary Threshold Shift.

20613. Stowell, Leigh T. The New York Metropolitan Area FM Radio Audience—A Two Part Study.

20614. Stuck, Nelda M. The Problems and Practices of Documentary Production at WOOD-TV, Grand Rapids.

20615. Urich, Robert M. A Study of Community Leader Opinions on Community Needs and FM Radio Services in New York City.

Ph.D. Dissertations

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20616. Buck, Edwin F., Jr. A Study of the H.M.S. Richards Lectureship with Emphasis upon Some of the Basic Elements of Persuasive Preaching. [A-0053]

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20617. Dreyer, Dorothy E. Listening Performance Related to Selected Academic and Psychological Measures. [A-0135]

20618. Kitchen, Dale W. The Relationship of Visual Synthesis to Lipreading Performance. [A-0145]

20619. Vande Guchte, Marten. The Effect of Aural and Visual Cues on the Rating of the Speech of Foreign Students. [A-0174]

20620. Zubick, Howard H. The Relationships Among Speech Reception Threshold, Auditory Discrimination, Speaker Intelligibility, and the Total Number of Articulation Errors in a Geriatric Population. [A-0182]

University of Minnesota

1969

M.A. Theses

20621. Graham, Diana D. An Analysis of John Whiting's Position in Modern British Drama.

20622. Greenagel, Heather A. An Analysis of the Arguments Used by Corwin, Cass, and Calhoun to Support Their Positions in the Senate Debate on the Three Million Bill During the Mexican War.

20623. Ilkka, Richard J. Ignatius Donnelly and the Rhetoric of Populist Reform, 1891-1892.

20624. Jenneman, Elizabeth A. A Descriptive Analysis of Eugene McCarthy's Wisconsin Primary Campaign.

20625. Lucchi, Marilyn A. A Quantitative Analysis of the Effect of Self-Confrontation Sessions of Creative Dramatics on Pre-Third Graders.

20626. McDonald, Jean A. Mary Baker Eddy at the Podium: The Rhetoric of the Founder of the Christian Science Church.

20627. Mahigel, Elias S. Nonverbal Communication at the Poker Table: A Descriptive Analysis of Sender-Receiver Behavior.

20628. Mahood, Sharon M. Noble's Theory of Purge and Reform: A Rhetorical Perspective.

Ph.D. Dissertations

20629. Forston, Robert F. The Decision-Making Process in the American Civil Jury: A Comparative Methodological Investigation. [A-0013]

20630. Goldberg, Moses H. A Survey and Evaluation of Contemporary Principles and Practices at Selected European Children's Theatres. [A-0197]

20631. Harvey, Michael L. The History of the Gripsholm Castle Theatre During the Reign of Gustav III of Sweden.

20632. Hatfield, Douglas P. A History of Amateur Theatre in St. Paul and Minneapolis, 1929 to June, 1963. [A-0201]

20633. Heiman, Hazel L. A Historical Study of the Persuasion of the Populist Impulse in South Dakota. [A-0063]

20634. Jacobsen, Bruce C. A Historical Study of the Bozeman, Montana, Opera House.

20635. Larson, Barbara A. A Rhetorical Study of the Preaching of the Reverend Samuel Davies in the Colony of Virginia, 1747-1759. [A-0070]

20636. Pattison, Sheron J. Dailey. An Analysis of Readers Theatre Based on Selected Theatre Theory with Special Emphasis on Characterization. [A-0028]

20637. Rumely, Jerry B. An Analysis of the Adaptation of Selected Plays into Musical Form from 1943 to 1963.

20638. Scales, Robert R. Stage Lighting Theory, Equipment, and Practice in the United States from 1900 to 1935. [A-0226]

20639. Schmidt, John W. The Gulf of Tonkin Debates, 1964 and 1967: A Study in Argument. [A-0081]

UNIVERSITY OF MISSOURI, COLUMBIA
1969

Ph.D. Dissertations

20640. Adams, Helen B. Walter Williams: Spokesman for Journalism and Spokesman for the University of Missouri. [A-0048]

20641. Adams, Jay E. The Homiletic Innovations of Andrew W. Blackwood. [A-0002]

20642. Anderson, Marlowe D. Religious Themes in the Works of Robert Lowell. [A-0022]

20643. English, Alan C. A Descriptive Analysis of Harold Pinter's Use of Comic Elements in His Stage Plays. [A-0192]

20644. Murdock, Betty M. The Speaking of Senator Wayne Morse on "Tidelands Oil." [A-0073]

20645. Oglesbee, Frank W. The Basis for Marshall McLuhan's Concepts of the Effects of Television Viewing. [A-0038]

20646. Shaheen, Jack G., Jr. *The Richard Boone Show*: A Study of Repertory Theatre on Commercial Television. [A-0042]

20647. Smith, Robert E., Jr. An Analysis of the Function of Place in the Short Story with "Way Up in the Middle of the Air" and Other Stories. [A-0029]

20648. Taylor, Joyce S. The Communicative Abilities of Juvenile Delinquents: A Descriptive Study. [A-0171]

20649. Wurthman, Leonard B., Jr. Frank Blair: Jacksonian Orator of the Civil War Era. [A-0091]

UNIVERSITY OF MISSOURI, KANSAS CITY
1969

M.A. Theses

20650. Blackwood, James A. A Project in Scenic Design and Execution of a Stage Setting of a Production of Eugene Ionesco's *Rhinoceros.*

20651. England, Julianna E. The Status of the Basic Speech Course in Tax-Supported Senior Colleges Throughout the Central States' Region.

20652. Shestak, David A. A Project in Design and Execution of a Stage Setting of a Production of Edmund Rostand's *Cyrano de Bergerac.*

UNIVERSITY OF MONTANA
1969

M.A. Theses

20653. Burke, Jerry L. Language System Characteristics of Economically Poor and Non-Poor Northwestern Montana Kindergarten Children.

20654. O'Brien, Thomas F. The History of the Montana State High School Speech Tournament.

20655. Statstad, Curtis A. The Factor of Relevance in the Serial Reproduction of Orally Transmitted Information.

MURRAY STATE UNIVERSITY
1969

M.A. Theses

20656. Eli, Jack C. A Rhetorical Study of the Speaking of Susan B. Anthony.

20657. McGaughey, Robert H., III. A Survey of the Coverage Received by the Four Regional State Universities of Kentucky in the Murray Edition of the Louisville *Courier-Journal.*

20658. Zanetta, Polly N. A Comparison of the Social Adjustment of Basic Speech Students Taught Traditionally and Integratively.

M.S. Theses

20659. Mason, Sujanet. A Selected Annotated Bibliography for the Basic Speech Course.

20660. Mueller, Ellis D. The Presentation of Local News on Radio Stations in the Jackson Purchase of Kentucky.

THE UNIVERSITY OF NEBRASKA
1969

M.A. Theses

20661. Baffico, James. An Approach to *The Threepenny Opera*: Considerations for Directing.

20662. Gaskill, Rex. A Rhetorical Analysis of Three Selected Sermons of Hugh Latimer.

20663. Gordon, Julie. Spectographic Analyses of Certain Southern American and General American Vowels.

20664. Harper, Judith. Speech Sound Discrimination and Articulation Ability of First Grade Children.

20665. Kiser, Mary Beth. Oral Stereognosis as a Predictor of Articulation Proficiency in Kindergarten Children.

20666. Noska, LaVonne. Spoken Language Norms for the Seven-Year-Old Lower Socioeconomic Status Child.

20667. Reafs, Collette. An Investigation of the Language Development of Institutionalized Children.

20668. Riley, Karma. A Study of Three Modern Adaptations of the Oresteian Myth.

20669. Steadman, Dan. An Analysis of the Plot Technique Used in Three of Edward Albee's Plays.

20670. Stone, John. An Experimental Study of In-Depth Speech Preparation Motivated by the Prospect of Post-Speaking Interrogation.

20671. Theitje, Joanne. The Relationship Between Oral Stereognosis and Articulation Test Scores and Listener Ratings of Speech Defectiveness.

20672. Turek, William. The Writing and Directing of Two One-Act Plays.

THE UNIVERSITY OF NEW MEXICO
1969

M.A. Theses

20673. Bishop, Milo. Relative Contributions of Orally and Nasally Emitted Signals to Hypernasal Speech.

20674. Norton, Robert Wayne. A Dissonance Approach to Persuasion.

20675. Vinovich, Joseph. A Historical-Rhetorical Analysis of Pamphlets on the Emancipation Proclamation, 1862-1864.

NEW YORK UNIVERSITY
1969

Ph.D. Dissertations

20676. Brundage, Gloria S. The Nature and Development of the Concept of Public Interest in Program Service of Radio Broadcasting. [A-0031]

20677. Freeman, Sandra F. An Investigation of the Effect of Peer Group Criticism on the Improvement in Diction of Individuals in a College Course in Voice and Diction. [A-0006]

20678. Parsteck, Bennett J. A Rhetorical Analysis of Fiorello H. La Guardia's Weekly Radio Speeches: 1942-1945. [A-0076]

20679. Silverman, Ely. Margaret Webster's Theory and Practice of Shakespearean Production in the United States (1937-1953).

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
1969

M.A. Theses

20680. Franklin, Nancy C. An Investigation of the Recruitment and Retention of Qualified Speech Therapists in the North Carolina Public Schools.

20681. Hahn, Tamara Kay. An Investigation of Developmental Psycogenic Mutism as a Possible Cause of Severely Delayed Expressive Language.

20682. Jackson, Sara C. Preschool Training for Deaf and Hard of Hearing Children in Guilford County, North Carolina.

20683. May, Betty Jo Whitten. A Phonetic Analysis and Comparison of Nineteen Consonant Sounds as They Appear in the Speech of Normal Hearing and Hard-of-Hearing Children.

20684. Parrish, Annette H. A Study of the Effectiveness of Pitch Discrimination Training as a Method of Sound Discrimination Training.

M.F.A. Theses

20685. Acker, Ellen S. Federico Garcia Lorca and *The House of Bernarda Alba.*

20686. Barnes, Kenneth O. Visual Design of Garcia Lorca's *The House of Bernarda Alba.*

20687. Elliott, Paul C. Production Thesis: *A Funny Thing Happened on the Way to the Forum* by Burt Shevelove, Larry Gelbart, and Stephen Sondheim.

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M.A. Theses

20688. Aparicio, Kathryn A. An Analysis of the Process and Social Significance of Characterization in Four Plays by N. F. Simpson.

20689. Rendahl, Stephen E. The Persuasion of Fred Aandahl in the 1952 Primary Campaign Against Senator William Langer.

20690. Wilkins, Robert H. The Role of Serious Music in the Development of American Radio, 1920-1938.

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M.A. Theses

20691. Lannon, James Daland. *The School for Wives*: An English Translation from the Original French of Moliere's *L'Ecole Des Femmes.*

20692. Mirgain, Raetta Lou. Dorothy Stickney: The Actress.

M.S. Theses

20693. Anderson, Juel Herman. High Intensity Rock Music and Hearing Loss.

20694. Krogh, Stanley Oren. Pressuretrol Effects on Bone-Conduction Tests.

20695. Langenes, David William. Aid Evaluations by Audiologists and Dealers.

20696. Larson, Michael Ross. Effects of Head Position in Audiometry.

20697. Mollerud. Theodore Edward. Otosclerosis Surgery Results.

20698. Nelson, James Roy. The Effects of Tractor Noise on Hearing.

NORTH TEXAS STATE UNIVERSITY
1969

M.A. Theses

20699. Campbell, Bertha Moore. An Analysis and Comparison of Infants' Speech with Their Mothers' Speech.

20700. Dugger, Nancy Elaine. The Utility of the Spanish Translation of the *Peabody Picture Vocabulary Test.*

20701. Petersen, Brenda. The Incidence of Hearing Loss and of Nonorganic Hearing Problems in Juvenile Delinquents.

M.S. Theses

20702. Gooch, Brenda Gale. An Analysis of Invention in Selected Speeches by Sam Rayburn.

20703. Rasberry, Robert Wesley. The "Public Image" of George Wallace in the 1968 Presidential Election.

20704. Roden, Sally Ann. History of the St. Charles Theatre of New Orleans Under the Management of David Bidwell, 1880-1888.

20705. Taylor, Nancy. Predictability of the *Illinois Test of Psycholinguistic Abilities* on Visual-Motor Tasks.

20706. Wolff, Harvey Alan. The Contributions of Gordon McLendon to the Broadcasting Profession.

UNIVERSITY OF NORTHERN IOWA
1969

M.A. Theses

20707. Engelkes, Faith. A Study of Gesture in Elocution and Oral Interpretation During the Years 1870 to 1930 in the United States.

20708. Greiner, Cheryl K. A Developmental Study: Effects of Delayed Auditory Feedback on Articulation.

20709. Webb, Harold. A Study of the Sound Discrimination Judgments Made by Children with Normal and Deviant Articulation.

NORTHWESTERN UNIVERSITY
1969

M.A. Theses

20710. Allen, John S. *Robert C'est ton Oncle* (a film).

20711. Buckley, John E. An Analysis of the Role of Hinton Rowan Helper's *The Impending Crisis of the South* in the Rhetoric of Sectional Controversy, 1857-1861.

20712. Crump, Carole A. A Descriptive Analysis of the Progress Made in Therapy by a Selected Population of Adult Aphasics.

20713. Fridell, Ronald S. An Approach to the Education of Perception.

20714. Garver, Lloyd C. The Star in the American Cinema.

20715. Johnson, Fern L. The Underground Press as an Instrument of Intra-Movement Communication: A Study of *Chicago Kaleidoscope.*

20716. Perkowski, Robert L. The Rhetorical Strategy of James Otis in the Boston Writs of Assistance Controversy of 1761.

20717. Townsend, Allan W. *Yesterday's Blues.*

20718. Waite, David H. The Rhetoric of Seamen's Revolt at Spithead.

20719. White, Thomas W. *Casey Jones* (a film).

20720. Zarefsky, David H. Symbol Manipulations of John Foster Dulles, 1953-55: A Study in the Rhetoric of American Foreign Policy.

Ph.D. Dissertations

20721. Carlson, Karen A. The Kenya Wildlife Conservation Campaign: A Descriptive and Critical Study of Inter-Cultural Persuasion. [A-0055]

20722. Carpenter, Robert L. A Study of Acoustic Cue Discrimination Abilities of Aphasic, Brain-Damaged Nonaphasic, and Normal Adults. [A-0130]

20723. Carroll, William D. Experiment and Innovation in Australian Theatre Since 1915. [A-0189]

20724. Davis, John B., Jr. A Stylistic Analysis of the Comedies of William Congreve. [A-0191]

20725. Donaghy, William C. An Experimental Study of the Effects of Anxiety on Nonlexical Verbal Behavior in Female Dyad Groups. [A-0012]

20726. Espinola, Judith C. Point of View in Selected Novels by Virginia Woolf. [A-0024]

20727. Karpf, Stephen L. The Gangster Film: Emergence, Variation and Decay of a Genre, 1930-1940. [A-0032]

20728. Kresheck, Janet D. A Study of *r* Phones in the Speech of Three-Year-Old Children. [A-0146]

20729. Lane, Philip J., Jr. NBC-TV's *Project XX*: An Analysis of the Art of the Still-in-Motion Film in Television. [A-0033]

20730. McCafferty, Richard B., S. J. The Influence of Teilhard de Chardin on Marshall McLuhan. [A-0036]

20731. Marchiafava, Bruce T. The Influence of Patriotism in American Drama and Theatre, 1773-1830. [A-0213]

20732. Mayer, Mary A. An Historical Study of the Issues and Policies Related to the Educational Application and Utilization of Community Antenna Television: Inclusive of 1949, Exclusive of 1969. [A-0037]

20733. Mitch, A. Eugene. A Study of Three British Dramas Depicting the Conquest of Peru. [A-0216]

20734. Nathanson, Susan N. A Study of the Influence of Race, Socioeconomic Status, and Sex on the Speech Fluency of 200 Nonstuttering Fifth Graders. [A-0154]

20735. Newton, Mariana. A Study of the Effects of Diazepam on Stuttering. [A-0155]

20736. Sankey, Robert W. A Rhetorical Study of Selected English Sermons of John Wycliff. [A-0080]

20737. Shewan, Cynthia M. An Investigation of Auditory Comprehension in Adult Aphasic Patients. [A-0161]

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M.A. Theses

20738. Adams, Mary C. Toulmin Analysis of the Major Arguments of the John Birch Society.

20739. Bennett, Sandra W. An Evaluation of Ten-Watt Non-Commercial Educational FM Broadcasting.

20740. Bobula, James A. Communication in a Religious Community.

20741. Brown, Susan Battles. A Comparative Study of Three Nineteenth-Century Productions of Shakespeare's *As You Like It.*

20742. Campbell, Olivia L. A Comparison of the Vocal Quality of Pre-School Deaf and Normal Hearing Children.

20743. Cocking, Loren D. Francis Thompson: An Analysis of an American Filmmaker.

20744. Cummins, Joan P. Relative Effects of Four Clinical Techniques on the Loudness, Intelligibility, and Acceptability of Esophageal Voices.

20745. Ferrante, Leonard A. The Rhetoric of Liberalization in the American Catholic Church.

20746. Flynn, James H., III. Television Station Image: A Q-Methodological Study.

20747. Friedman, Norman. Racial Orientation of Photographs as a Communication Variable in Children's Literature.

20748. Grant, Lee. An Acoustical Analysis of Feline Cats' Vocalizations.

20749. Haffey, Deborah B. An Analysis of the Influence of the Transition Toward Speech Comprehension.

20750. Keller, Steven. The Isolationist Advocacy of Charles Augustus Lindbergh, 1939-1941.

20751. Kowan, Pamela G. An Analysis of the Inflectional Usage in Written language of Residential Deaf Adolescents.

20752. Lucht, William. Mass Media and Varieties of Religious Involvement.

20753. McDonald, Patrick R. The Telephone News Line as a Method of Disseminating Industrial Information.

20754. Mathis, Dolores W. A Study of Certain Aspects of Self Concept and Personality Traits of First Grade Children with Functional Articulatory Problems.

20755. Mattingly, Susan. The Performance of Stutterers and Non-Stutterers on Two Tasks of Dichotic Listening.

20756. Miller, William H. Broadcast Editorializing: Study of Metropolitan Stations in

Cincinnati, Ohio, and a Study of the 1968 Editorials of WKRU.

20757. Mills, Elaine S. Rhetorical Implications of the Visit by Madame Chiang Kai-Shek to the United States in 1965-1966.

20758. Minnich, Carol R. Responses of Three Age Groups on a Dichotic Listening Task.

20759. Needham, Ellen C. The Relative Ability of Aphasic Persons to Judge the Duration and the Intensity of Pure Tones.

20760. Ohlin, Douglas W. Time Discrimination Abilities of Stutterers and Non-Stutterers.

20761. Powell, Ann T. A Comparative Study of the Spoken Language of Negroes and Caucasians from Southern Universities.

20762. Proano, Susan P. A Comparison of the Use of Verb Forms by Three- and Four-Year-Old Children.

20763. Robbins, Cynthia Shore. *Measure for Measure* and the Shakespearean Tragic Hero.

20764. Roseman, Carol L. A Comparison of Grammatical Form and Intonation Patterns in the Aphasic Patient's Recognition of Questions.

20765. Ruhly, Sharon. Rhetorical Criticism of the Use of Paradox in a Selected Speech of Dick Gregory.

20766. Seymour, Harry N. An Evaluation of a Voice and Diction Course at Shaw University.

20767. Simon, Jeffery N. Viewer Types and Viewer Preferences for Kinds of Television Violence.

20768. Slonaker, Larry L. Organizational Communication Attitude and Administrative Patterns of the School of Allied Medical Professors, The Ohio State University.

20769. Smeyak, Gerald P. Research Regarding the Criteria Used in the Selection of News and Editorial Directors in Radio and Television Stations.

20770. Ternent, William A. How the Disenchanted Decide.

20771. Tex, Ruthe N. Ratings by Stutterers and Speech Pathologists of the Severity of Samples of Disfluent Speech.

20772. Waldman, Karen L. A Comparison of the Rate and Phonemic Accuracy of Speech Uttered by Normal and Deaf Adolescents.

20773. Wild, Sydney D. A Study of Aphasic Individuals Predicting Letters of Graded Material Previously Predicted by a Normal Population.

20774. Wilson, Jean B. Performance of Preschool Age Children on the *Picsi Picture Speech Discrimination Test* and Its Colored Modifications.

Ph.D. Dissertations

20775. Alexander, Dennis Clair. The Effects of Perceived Source Credibility, Ego-Involvement, and Initial Attitude on Students' Images of the Black Student Union. [A-0092]

20776. Ayers, David H. The Apprenticeship of Robert Anderson. [A-0184]

20777. Bousliman, Charles W. The Mabel Tainter Memorial Theatre—A Pictorial Case Study of a Late Nineteenth-Century American Playhouse.

20778. Buxton, Lawrence Franklin. An Investigation of Age and Sex Differences in Speech Behavior Under Delayed Auditory Feedback. [A-0129]

20779. Earle, Floyd Eugene. Acoustic Aspects and Intelligibility of Vowels Produced by Partially Glossectomized Speakers. [A-0136]

20780. Fritz, Donald Lewis. The Generation Gap in Current Attitudes Toward Religion. [A-0099]

20781. Johnson, Charles Lee. An Analysis of Letter Prediction Responses of Adults with Lateralized Cerebral Lesions. [A-0143]

20782. Kittle, Russell D. Toby and Susie: The Show-Business Success Story of Neil and Caroline Schaffner, 1925-1962. [A-0205]

20783. Leonard, William E. The Professional Career of George Becks in the American Theatre of the Nineteenth Century. [A-0207]

20784. Moses, Gerald Robert. The Effects of Participation in Demonstration Therapy upon the Ability of Speech-Clincians-in-Training to Assess Stuttering. [A-0153]

20785. Randolph, Harland LeRoy. The Communication Ecology of Conflict Transformation and Social Change. [A-0115]

20786. Ringe, Robert Charles. An Analysis of Selected Personality and Behavioral Characteristics Which Affect Receptivity to Religious Broadcasting. [A-0041]

20787. Spanabel, Robert R. A Stage History of *Henry the Fifth*: 1583-1859. [A-0228]

20788. Stebbins, Gene R. Listener-Sponsored Radio: The Pacifica Stations.

20789. Steis, William Burton. An Analysis of RAI—Radiotelevisione Italiana: The Italian Broadcasting System. [A-0043]

20790. Titchener, Campbell Bonner. A Content Analysis of B-Values in Entertainment Criticism. [A-0118]

20791. Toogood, Alexander Featherston. Canadian Broadcasting: A Problem of Control. [A-0046]

20792. Williams, Ronald. The Identification of Terminal Intonational Contours of Selected Sentences in American English. [A-0176]

20793. Winger, Roger K. The Influence of Level of Auditory Signal, Time Since Birth, and Other Factors upon the Hearing Screening of Newborn Infants. [A-0177]

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M.A. Theses

20794. Bloom, Melanie M. Cultural and Racial Sources of Semantic Distance Among Four Subcultures in the Detroit Public Schools.

20795. Freedman, Michael L. Semantic Distance Between Occupational Classes and Juvenile Delinquents in an Institutional Setting.

20796. Hartglass, Esther S. The Effects of Attitude on the Selection of Communication.

20797. Kurtz, Linda L. A Descriptive Study of the Modes of Emphasis Used in the Selected Messages of Everett McKinley Dirksen.

20798. Marks, Russell R. A Study of Resistance to Persuasive Counter-Communication as a Function of Performing Varied Numbers of Publicly Committing Consonant Acts.

20799. Meyer, Timothy P. An Experimental Study of the Effect of Sexually Arousing and Verbally Violent Television Content on Aggressive Behavior.

20800. Phillips, Dennis D. The Effects of Television on Aggressive Behavior.

20801. Schwartz, Karen E. A Comparison of the Value Appeals Found in the 1960 Presidential Nomination Acceptance Speech of Richard Nixon and the 1968 Presidential Nomination Acceptance Speech of Richard Nixon.

20802. Strine, Harry C. A Survey of the Offerings in Speech in the High Schools of the Anthracite Region of Pennsylvania.

20803. Trzaska, Cynthia T. A Study of the Reactions of Oriental and United States College Students to the *Peanuts* Cartoon Characters.

20804. White, Jacqueline A. An Historical Study of the Forensic Program at Ohio University from 1812 to 1860.

Ph.D. Dissertations

20805. Blatt, Stephen J. The Consistency Between Verbal and Behavioral Attitude Responses as a Function of High and Low Controversial Social Issues.

20806. Chandler, Daniel R. The Reverend Dr. Preston Bradley's Speaking: An Historical-Rhetorical Study.

20807. Kellner, Clarence A. The Development and Application of Criteria for Defining Television Markets in the United States.

20808. Lampton, William E. The Communication Career of Roy Messer Pearson, Jr.

20809. Northrip, Charles M. Teaching Broadcast Announcing in the Foreign Language Laboratory: An Experimental Comparison with Traditional Methods.

20810. Pearce, Walter B. The Effects of Vocal Cues on Attitude Change and Credibility.

20811. Pringle, Peter K. School Television Broadcasting in Britain: The First Decade, 1957-1967.

20812. Russell, Harry D. An Investigation into the Relationship Between Re-Employment and Communication.

20813. Simpkins, John D. Cognitive Decoding in Communicative Behavior.

20814. Wagner, Ray E. A Quantitative Description of Selected Characteristics of Andrew W. Cordier's Language Behavior.

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M.A. Theses

20815. French, Alice. The Life and Writing of Thomas Wolfe: A Program for Readers Theatre.

20816. George, Carol Sue. An Experimental Study of the Separability of Oral Tactile and Kinesthetic Abilities Using Oral Stereognostic Blocks.

Ph.D. Dissertation

20817. Rayburn, Gary. Paul Tillich's Philosophy of Rhetoric: On Ontological Analysis.

OKLAHOMA STATE UNIVERSITY
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M.A. Theses

20818. Hadaway, Sharon D. An Investigation of the Relationship Between Measured

Intelligence and Performance on the *Staggered Spondaic Word Test.*

20819. Suib, Evelyn A. An Investigation of the Relationship Between the Omission-Articulation Pattern and Neurological Impairment.

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1969

M.A. Theses

20820. Chilla, Edward M. The Direction of Euripides' *Alcestis.*

20821. Eads, Shirley A. Whitney M. Young, Jr.: The Rhetoric of a Militant Moderate.

20822. Freed, Mark E. An Analysis of the Failure of Subscription Television in California in 1964.

20823. Hopkinson, Michael J. The Public Image of FM Radio Broadcasting—A Comparative Analysis of the Responses of FM Listeners, Non-FM Listeners, and FM Broadcasters.

20824. Mowe, Gregory R. The Rhetoric of James Baldwin.

20825. Rothwell, John D. Rhetoric by Slogan: The "Black Power" Phenomenon.

20826. Weisberg, Kathryn M. The Rhetoric of Arthur J. Goldberg in the 1967 United Nations Discussion of the Arab-Israeli Crisis.

20827. Wheeler, Christopher G. Communication, Family Planning and Population Growth and Their Role in Guatemala's Social and Economic Development.

M.S. Theses

20828. Godfrey, Donald G. A Descriptive Analysis and Interpretation of the Bonneville International Corporation.

20829. Hagerman, William L. Significant Factors in the Decline of Live Anthology Television Drama in the United States, 1954-55, 1955-56.

20830. Shreeve, William E. The Use of Television at a Large General Hospital: An Explorative Study.

20831. Thompson, Jerome V. A Comparative Study of Teacher and Principal Opinions Toward Instructional Television and an Instructional Television Science Series for the Primary Grades.

M.F.A. Theses

20832. Forestieri, Mary. The Costuming of *Romeo and Juliet.*

20833. Kelley, Donald M. Operatic Acting: A Survey of the Training of American Opera Singers.

20834. Salerni, Frank L. The Direction of an Evening of Theatre Including: *Keep Tightly Closed in a Cool Dry Place* by Megan Terry and *The Wall of Innocence* by Frank Louis Salerni.

Ph.D. Dissertations

20835. Casteel, Robert L. Comparison of Amounts and Types of Communication Used by Language Delayed Children in Home and Clinic.

20836. Hahn, Patricia A. The Relationship Between Memory Span for Sentences and the Development of Syntactical Structures in Selected Four- to Six-Year-Old Children.

20837. Haugen, David M. The Effectiveness of a Short-Term Training Program on Certain Language Skills of Educable Mentally Retarded Children.

20838. Hirsch, Kenneth W. Children's Discrimination Between and Reactions to Actuality and Make-Believe in Violent Television/Film Messages.

20839. Kjeldahl, Bill O. Factors in a Presidential Candidate's Image. [A-0068]

20840. Robinson, Donald L. The Identification and Discrimination of Speech Sounds: A Test of the Motor Theory.

20841. Sitaram, K. S. An Experimental Study of the Effects of Radio upon the Rural Indian Audience.

20842. Smith, Milo L. The Theatrical Function of Prologues and Epilogues in British and American Drama.

20843. Steiner, David E. The American Military Theme and Figure in New York Stage Plays 1919 to 1941.

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M.A. Theses

20844. Brown, Barbara J. A History of the Development of the Educational Television Services Division of the Georgia Department of Education from 1952 to 1969.

20845. Chung, Myoung Ja. History of Public Speaking in Korea During the Independence Movement, 1910-1945.

20846. Ciolli, Russell T. A Critical Analysis of the Means of Persuasion Used by Clifford Odets in *Golden Boy.*

20847. Miller, Nancy M. A History of the Development of Radio and Television Services in the Department of Public Information of The Pennsylvania State University.

20848. Richardson, Reta J. A Descriptive-Historical Study of the International Television Federation 1960-1965.

20849. Rosenberg, David. The Street Rhetoric of John V. Lindsay.

20850. Skirde, Edward G. La Guardia and Lindsay: A Study in Campaign Rhetoric.

20851. Ward, Steven A. An Analysis and Evaluation of the Rhetoric of Richard Nixon's Election-Eve Telethon to the East.

20852. Wilson, Barbara J. Relationship Between Self-Esteem and Communication Problems in the Classroom.

M.S. Thesis

20853. Gladstone, Vic S. Effects of Carrier Phrases on Speech Discrimination.

Ph.D. Dissertations

20854. Applbaum, Ronald L. A Method for Evaluating Communicative Behavior Change. [A-0003]

20855. Burns, Warren T. The Plays of Edward Green Harrigan: The Theatre of Intercultural Communication. [A-0187]

20856. Camp, Leon Raymond. The Senate Debates on the Treaty of Paris of 1898. [A-0054]

20857. Fleshler, Helen J. The Effects of Varying Sequences of Audience Attentiveness —Inattentiveness on Non-Sequential Features of Speaker Behavior.

20858. Lahiff, James M. A Survey of College Students' Perceptions and Their Sources of Information About Business. [A-0108]

20859. Nelson, William F. An Historical, Critical, and Experimental Study of the Function of *Topoi* in Human Information Retrieval. [A-0114]

20860. Smith, Craig R. Considerations of Audience in the Speaking at the 1968 Republican Convention. [A-0036]

20861. Stouffer, James L. Auditory and Tactile Reaction Time of Jaw Movement for Teen-Age Males. [A-0168]

D.Ed. Dissertations

20862. Butt, David E. The Child's Development of Communication as Rhetoric.

20863. Shine, Richard E. The Influence of Selected Phonological Variables on the Consistency of Intrajudge and Interjudge Evaluations of Articulation.

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M.A. Theses

20864. Brown, Thelma O. Evaluation of the Speech and Hearing Program for the Multihandicapped Blind Students at The Foundation for the Blind.

20865. Falkenstein, Glenn J. *Understanding the Handicapped,* A Video-Taped Program for the Middle and Upper Grades.

20866. Rawlins, Margaret Tinsley. A Speech-Language-Hearing Program for Disadvantaged Preschool Children.

20867. Wang, Chester. Management of the Communication Problems of Adult Aphasics.

UNIVERSITY OF PITTSBURGH
1969

M.S. Theses

20868. Baker, Nancy E. An Investigation of Comprehension of Relational Statements: Comparisons Among Aphasic, Nonaphasic, Braindamaged and Normal Adults.

20869. Blasier, Martha. An Analysis of the Behavior of Two Speech Clinicians Working in the Public Schools of Pittsburgh.

20870. Chester, Sondra. The Early Acquisition of Syntax.

20871. Frezza, Daniel. Operant Conditioning of the Human Salivary Response.

20872. Harris, Ann B. The Effects of Associative Cues and Repeating on the Retraining of Naming Behavior in Aphasic Adults.

20873. Judd, Ruth A. Some Effects of Training Aphasic Subjects in the Orthaphasic Spelling of Specific Words.

20874. Sonderman, Judith C. An Experimental Study of Clinical Relationships Between Speech Sound Discrimination and Articulation Skills.

Ph.D. Dissertations

20875. Carrier, Joseph K., Jr. A Program of Articulation Therapy Administered by Mothers. [A-0131]

20876. Cox, Bernard P. The Identification of Unfiltered and Filtered Consonant-Vowel-Consonant Stimuli by Sensori-Neural Hearing-Impaired Persons.

20877. Miller, Harvey M. Edwin Justus Mayer: Five Plays of History and Legend. [A-0215]

20878. Mitchell, Oscar. The Effects of Listening Instructions, Information, and Familiarity with the Speaker on Student Listeners. [A-0113]

20879. Nalbach, Daniel F. History of the King's Opera House 1704-1867. [A-0218]

20880. Paul, Barbara. Form and Formula: A Study of Philip Massinger's Tragic Structure.

20881. Thorne, A. Bertram C. A Comparison of Four Closed-Response Auditory Discrimination Tests. [A-0172]

20882. Tuttle, Gerald A. A Teleradiographic Investigation of the Correlates of Normal Voice Quality in Patients Having Pharyngeal Flaps.

PORTLAND STATE UNIVERSITY
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M.S.Theses

20883. Loewen, Ronna S. An Experimental Study of the Effects of Personal Proximity upon Selected Aspects of Conversational Content.

20884. McAleer, Norma C. A Quantification and Analysis of Verbal Interaction Between Clinician and Client in a Public School Setting.

PURDUE UNIVERSITY
1969

M.A. Theses

20885. Benson, Judith A. The Effects of "Anticipatory Set" Induced Through Introductory Remarks Concerning Social Motives on Male and Female Listening Comprehension.

20886. Cegala, Donald J. An Investigation of the Construct of Ego Involvement.

20887. Godoy, Kathleen L. A Survey to Investigate the Extent of the Use of Commercial Television as a Teaching Aid by Selected Social Studies Teachers in the Secondary Schools of Indiana.

20888. Johnson, Marie E. The Rhetoric of the "Doves," A Descriptive Analysis of the Strategies and Techniques Used by Eight Senatorial "Doves" in 110 Speech Manuscripts from 1964-1968.

20889. Lance, Elizabeth J. Effects of the Presence and Absence of Familiar and Unfamiliar Words in Sentences on Heart, Respiration and Galvanic Skin Response Measures.

20890. Lee, Brian E. A Proposed K-12 Speech Communication Guide for the Denver Public Schools.

20891. McNamara, Carolyn L. 4-H Public Speaking in Indiana.

20892. Moore, Judith K. The Purdue University School of the Air, 1944-1969.

20893. Sprague, Jo A. Lord Henry Brougham and the Parliamentary Reform Movement.

20894. Wright, Diane J. The 1968 Indiana Republican Convention: An Investigation of Selected Phases of Political Communication.

M.S. Theses

20895. Best, Gilbert F. Some Effects of Delayed Auditory Feedback upon Oral Reading Performance of Stutterers, Ranging in Severity, and Normal Speakers.

20896. Biemer, Carole A. Magnitude Production of Dysphonic Male Speakers.

20897. Chalk, Dianna L. Assessment of First Language Acquisition Through Elicited Imitation.

20898. Dolinsky, John P. Oral Perception: An Evaluation of Normal and Defective Speakers.

20899. Hinkle, William G. The Perception of Alterations in the Oral Reading Rate of Stutterers.

20900. Johnson, Clayton R. Quality Judgment of Hearing Aid Processed Speech: Electro-Acoustic Characteristics and Listening Level.

20901. Kroll, Hilda C. Auditory Evoked Responses to Speech and Non-Speech Signals.

20902. McGaghie, Susan E. Distinctive Features Underlying Children's Perceptual Confusions Among Consonants.

20903. O'Halloran, Neil. A Psychophysical Study of Rate and Time.

20904. Prosek, Robert A. Some Physical Correlates of Vocal Effort and Loudness.

20905. Ryan, William J. The Aging Male Voice: Selected Intensity and Rate Characteristics.

20906. Townsend, Thomas H. Binaural Unmasking as a Function of Earphone and Masker Level.

20907. Waguespack, Glenn M. Perception of Visual Transforms of Stop Plosives With and Without Auditory Information.

20908. Walden, Brian E. Test-Retest Reliability and Inter-Aid Consistency of Two Methods of Setting Hearing Aid Gain Control.

Ph.D. Dissertations

20909. Benson, James A. The Use of Evidence in Intercollegiate Debate. [A-0001]

20910. Cheatham, Thomas R. The Rhetorical Structure of the Abolitionist Movement Within the Baptist Church: 1833-1845. [A-0056]

20911. Greenberg, Herbert J. Spectral Analysis of the Auditory Evoked Response During Learning of Speech and Non-Speech Stimuli. [A-0139]

20912. Horii, Yoshiyuki. Specifying the Speech-to-Noise Ratio: Development and Evaluation of a Noise with Speech-Envelope Characteristics. [A-0141]

20913. Leeper, Herbert A., Jr. Pressure Measurements of Articulatory Behavior During Alterations of Vocal Effort. [A-0147]

20914. Makay, John J. The Speaking of Governor George C. Wallace in the 1964 Maryland Presidential Primary. [A-0071]

20915. Minter, Robert L. A Comparative Analysis of Managerial Communication in Two Divisions of a Large Manufacturing Company. [A-0112]

20916. Montgomery, Louella W. Phonological Oppositions in Children: A Perceptual Study. [A-0152]

20917. Morlan, Donald B. The Persuasive Campaign of *The Christian Century* Against Diplomatic Relations with the Vatican: 1940-1952. [A-0072]

20918. Pettit, John M. Cerebral Dominance and the Process of Language Recovery in Aphasia. [A-0157]

20919. Raiford, Carolyn A. Variations in the Auditory Evoked Response Related to Changes in Signals and Assigned Response Task. [A-0159]

20920. Richetto, Gary M. Source Credibility and Personal Influence in Three Contexts: A Study of Dyadic Communication in a Complex Aerospace Organization. [A-0016]

20921. Schuelke, David L. A Factor Analysis of Speech and Communication Attitudes with Prediction by Biographical Information. [A-0116]

20922. Sincoff, Michael Z. An Experimental Study of the Effects of Three "Interviewing Styles" upon Judgments of Interviewees and Observer-Judges. [A-0018]

20923. Smith, Jeffrey H. An Analysis of the Early Components of Auditorily Evoked Responses of Mentally Retarded Adults. [A-0164]

20924. Tyszka, Frederic A. Interaural Phase and Amplitude Relationships of Bone Conduction Signals. [A-0173]

20925. Veldt, Donald J. Content Analysis Study of Frank Buchman's Published Speeches with Emphasis on Criticism of Major Themes and Persuasive Tactics. [A-0089]

20926. Woods, Robert W. Most Comfortable Listening Levels for Pure Tones. [A-0178]

UNIVERSITY OF REDLANDS
1969

M.A. Theses

20927. Miller, Robert M. An Experimental Investigation of the Cardiac Reflex to Complex Auditory Stimuli.

20928. Ratkevich, Virginia N. Investigation of the Incidence of Speech Disorders in Two Junior College Populations.

20929. Rees, Thomas S. An Experimental Investigation of the Full and Split-List Reliability of the *Rush Hughes PAL PB-50 Word Lists.*

20930. Reis, Ronald P. Relationships Between Selected Variables and Effectiveness of Student Speech Therapists.

20931. Roskam, William C. A Study of Selected Areas of Adjustment and Alaryngeal Speech Proficiency.

20932. Swartz, Robert P., Jr. An Historical Analysis of Electrical Stimulation of the Human Brain and Its Value in Localization of the Speech and Language Functions.

ST. CLOUD STATE COLLEGE
1969

M.A. Theses

20933. Herzog, Glen L. The Effect of Ear Training on the Modification of Frontal Lisps.

20934. Hill, Richard R. An Analysis of the Minnesota State One Act Play Contest from 1949 Through 1968.

20935. Peterson, David D. Phonetic Discrimination Ability of Children Who Misarticulate Speech Sounds

SAN DIEGO STATE COLLEGE
1969

M.A. Theses

20936. Carlson, Terry G. The Ethos of Richard Nixon as Presented in His Inaugural Address of January 20, 1969.

20937. Olafson, Patricia C. An Investigation of Student Attitudes Toward the Beginning Speech Class in the Evening College.

20938. Wisbrock, Rollie A. The Effect of Stuttering on Listening Comprehension in Field and Laboratory Environments.

SAN JOSE STATE COLLEGE
1969

M.A. Theses

20939. Baptiste, Laura J. The Effects of Observable Authoritative Response on Attitude Change.

20940. Butler, Joseph F. An Innovative Communication Concept Toward Teaching of the Culturally Disadvantaged.

20941. Monge, Peter R. The Effects of Varying the Ratio of Simultaneous Mixed Observable Audience Response on Attitude Change, Source Credibility, and Comprehension.

20942. Squires, Linda. An Experimental Study of Effects of Perceived Speaker Motive on Attitudes Toward Speaker and Toward Speaker's Proposition.

20943. Vail, Roger M. A Descriptive Study of the Rhetorical Events in the Movement to Divide California.

UNIVERSITY OF SOUTH DAKOTA
1969

M.A. Theses

20944. Emry, Robert A. A Rhetorical Criticism of Selected Speeches of Burton Kendall Wheeler.

20945. Ferris, Victor. Director's Manual and Promptbook for Tennessee Williams' *The Glass Menagerie.*

20946. O'Neill, Patrick B. A Refutation of the Misconceptions Concerning Medieval Drama.

20947. Sandau, Albin W., Jr. A Promptbook and Director's Manual for Peter Shaffer's *Five Finger Exercise.*

20948. Sorum, Lynn D. An Analysis of the Curricular Background in Speech of the Judges of the Iowa Interscholastic Speech Association.

SOUTH DAKOTA STATE UNIVERSITY
1969

M.A. Thesis

20949. McNamara, William Craig. A Study of the Origins and Development of KELO-LAND Television.

UNIVERSITY OF SOUTH FLORIDA
1969

M.A. Theses

20950. Coit, Catherine G. Some Effects of Positive, Negative, and No Verbal Reinforcement on the Disfluencies of Normal Male Children.

20951. Fanning, Sandra L. A Study of Changes in Racial Attitudes as Revealed in Selected Speeches of Leroy Collins, 1955-1965.

20952. Heck, Sharla J. An Analysis and Adaptation of Evelyn Waugh's *Vile Bodies* for a Chamber Theatre Presentation.

20953. Kaplan, Michael. An Analysis of Arguments from Genus and Circumstance in Abba Eban's Address to the United Nations Security Council, June 6, 1967.

20954. Knowles, Bess C. Taste as an Element in the Criticism of Music, Art, Theatre, and Rhetoric, 1960-1969.

20955. Sarrett, Sylvia G. A Rhetorical Analysis of Editorials of *The Tampa Tribune* on the Crisis in Public Education, February 16, 1968, to March 8, 1968.

20956. Steck, Richard C., II. An Analytic Study and Adaptation of Conrad's *The Secret Agent* for a Chamber Theater Presentation.

20957. Tagliarini, E. Kelley. An Attitudinal Study of the Responses by Potential Employers in a Southern Community to the Speech Patterns of Selected Young Adults.

20958. Turvaville, Allene T. A Study of Figurative Language in Selected Speeches by Mary Baker Eddy.

20959. Wallace, Mallory. A Comparison of the Effectiveness of a Programmed-Text and Lectures on Selected Portions of the Anatomy of Speech Production.

UNIVERSITY OF SOUTHERN CALIFORNIA
1969

M.A. Theses

20960. Adams, John D. *Two Thousand Eighty* (Original Three-Act Play).

20961. Clutter, Richard C. A Descriptive Study of Lighting Problems Encountered and Solved in Selective Productions.

20962. Comi, Paul D. A Statistical Survey of the Preparatory Training of Professional Actors and Actresses.

20963. Cowles, Jack L. *The Underpants* by Carl Sternheim (Production Thesis).

20964. Pearce, H. Wynn. *A Geranium in a Ladder-Back Chair* (Original Three-Act Play).

Ph.D. Dissertations

20965. Cloer, Roberta K. Emerson's Philosophy of Rhetoric. [A-0098]

20966. Martin, Fred Charles. A Critical Analysis of the Society Comedies of Henry Churchill DeMille and Their Contribution to the American Treater. [A-0214]

20967. Mason, James L. Origen's Rhetoric. [A-0110]

20968. Morday, Aurora Heisecke. Francisco Cascales: A Translation and Annotated Edition of His Views on Drama. [A-0217]

20969. Paul, Charles Robert. An Annotated Translation: *Theatrical Machinery: Stage Scenery and Devices* by George Moynet. [A-0220]

20970. Ross, Chapin. A Historical and Critical Study of the Public Address of James Harvey "Cyclone" Davis (1853-1940) of Texas. [A-0078]

Southern Illinois University
1969

Ph.D. Dissertations

20971. Al-Khatib, Ibrahim Ismail. An Annotated Translation of the Play *Shahrazad* by Tawpiq Al-Hakim. [A-0183]

20972. Alley, Anne Gabbard. A Demographic Study of the 1967 Gubernatorial Campaign Speaking of Louie Broady Nunn. [A-0049]

20973. Biggs, James W. A Rhetorical Analysis of the Speech Making of Adlai E. Stevenson Inside and Outside the United Nations on Major Issues During the Seventeenth, Eighteenth, and Nineteenth Sessions of the General Assembly. [A-0050]

20974. Bock, Douglas G. The Impact of Rating Errors on the Use of Rating Scales in Selected Experiments in Oral Communication Research. [A-0094]

20975. Bock, Hope. A Study of the Rhetorical Theory and Practice of Everett McKinley Dirksen. [A-0052]

20976. Carey, Ann L. A Study of Speaker Identitication During Phonated and Whispered Speech.

20977. Gonzalez, Frank S. Process Evaluation of Oral Communication. [A-0101]

20978. Harrison, Carrol F., Jr. The Development of a Descriptive Listening Paradigm. [A-0103]

20979. Heun, Linda R. Speech Rating as Self-Evaluative Behavior: Insight and the Influence of Others. [A-0008]

20980. Heun, Richard E. Inference in the Process of Cognitive Decision-Making. [A-0105]

20981. Hunsaker, Richard Allan. The Other Senator from Illinois: An Analysis of the Senatorial Speaking of Lyman Trumbull. [A-0066]

20982. Lanigan, Richard Leo, Jr. Speaking and Semiology: Maurice Merleau-Ponty's Phenomenological Theory of Existential Communication. [A-0109]

20983. Lokensgard, Maurice Foss. Bert Hansen's Use of the Historical Pageant as a Form of Persuasion. [A-0210]

20984. Paige, Robert W. An Analysis of the Speechmaking of Jenkin Lloyd Jones. [A-0075]

20985. Richter, E. Walter. John Wilkes, Parliamentary Spokesman for America. [A-0077]

20986. Sands, Helen R. H. The Rhetoric of Survival: From Hiroshima to the Nuclear Test Ban Treaty. [A-0079]

20987. Sherman, John. Eric Hass of the Socialist Labor Party: An Analysis of His Advocacy on the Issue of Labor for Four Presidential Campaigns. [A-0084]

20988. Shermer, Robert Charles. John Wesley's Speaking and Writing on Predestination and Free Will. [A-0085]

University of Southern Mississippi
1969

M.A. Theses

20989. Cade, Robert B. An Experimental Study of the Effects of Creative Dramatics on the Creativity, Mental Ability, Self-Concept, and Academic Achievement of a Fourth Grade Class.

20990. Warner, Eloise W. A Study of the Use of Symbolic Structure as Employed by Tennessee Williams in Four Plays.

Southwest Missouri State College
1969

M.A. Theses

20991. Brundridge, Jerry Ann. Argumentative Validity and Advantages of Affirmative Approaches: Assumption and Methods.

20992. Decker, Warren D. The Effects of Speech 126, Public Speaking, on Organization Skills and Critical Thinking Abilities.

20993. Hutchison, Will C. A History of the Southwest Missouri State College Summer Tent Program 1963-1968.

Stanford University
1969

Ph.D. Dissertations

20994. Dick, Robert C. Rhetoric of the Negro Ante-Bellum Protest Movement. [A-0060]

20995. Graham-White, Anthony. West African Drama: Folk, Popular, and Literary. [A-0199]

20996. Perrin, Kenneth L. An Examination of Ear Preference for Speech and Non-Speech Stimuli in a Stuttering Population.

20997. Smedley, Thayne C. The Influence of Masker Intensity on Contralateral Threshold Shifts Under Three Psychophysical Methods in Naive Normal Hearing Listeners. [A-0163]

State University of New York at Buffalo
1969

M.A. Theses

20998. Hammond, Bruce R. Richard M. Nixon and His Audience: Verbal Strategies in the 1968 Presidential Campaign.

20999. Smith, Mary Diane. An Analysis of the Major Doctrinal Fallacies Attributed to a New Catechism.

21000. Swanick, Robert V., Jr. The Effect of Selected Communication Patterns on the Length of Verbal Response in the Speech of Mexican-American Children.

Ph.D. Dissertations

21001. Brown, William S. An Investigation of Intraoral Pressures During Production of Selected Syllables. [A-0127]

21002. Clase, June M. A Comparison of the Responses of Speech Clinicians and Laymen to the Effect of Conspicuous Articulation Deviations on Certain Aspects of Communication. [A-0133]

Syracuse University
1969

M.A. Theses

21003. Clapp, Robert A. Scene Design for a Production of *A Hatfull of Rain.*

21004. Regeros, Dean M. *Reade* (An Original Play).

Ph.D. Dissertation

21005. Averson, Richard A. A Study of Foundation-Support for Educational Programs on Television.

Temple University
1969

M.S. Theses

21006. Binagi, Lloyd. The Aresha Declaration and the Tanvania Press: An Inquiry into the Prospect of an Independent Press in a One-Party State.

21007. Shaw, Ellen. A Study of the Attitudes of Executives and Talent Broadcasting in the Philadelphia Area.

21008. Stewart, Nancy. A Study of the Utilization of Videotape (Instant Re-Play) as a Means of Modern Dance Technique Classes at Temple University.

M.F.A. Thesis

21009. McArthur, Frances P. An Analysis and Production Record of Federico Garcia Lorca's *Yerma.*

The University of Tennessee
1969

M.A. Theses

21010. Appleton, Pauline A. A Study of the Production of the /r/ and /s/ Phonemes in Forty-Three Phonetic Contexts by Five-, Six,- and Seven-Year-Old Males.

21011. Carillo, Thomas O. Time and Brotherhood Themes in the Plays of J. B. Priestley.

21012. Chamblee, Vivian Ann. A Comparison Between Defective and Normal Articulation Group's Identification of Frequency-Transposed Speech Signals.

21013. Donaldson, Brenda. An Investigation of the Relationship Between Motor Proficiency and Articulation Disorders.

21014. Finkelstein, Leo, Jr. A Rhetorical Study of the Knoxville Speeches of Richard Nixon and Hubert Humphrey.

21015. Goodlin, John C. Euripides: The Modern Mind.

21016. Harris, Carolyn A. A Study of the Articulatory Pattern of Five- and Six-Year-Old Upper-Lower Class Negroes in Knoxville, Tennessee.

21017. Jablin, Manette E. The Relationship of Reading Disorders to a Particular Articulation Syndrome.

21018. Jeffries, Margaret S. The Dramaturgy of Terence Rattigan.

21019. Marrs, Rosemary Y. An Investigation of the Strength of Meaning of Abstract and Concrete Words in Schizophrenic and Aphasic Subjects.

21020. Mehaffey, Roy W. The Four Late Comedies of Sean O'Casey.

21021. Pickett, Catherine E. An Investigation of the Effects of the Conventional and Overall Therapy Approach on Defective Articulation.

21022. Pinney, Harold T. An Electromyographic Study of Stuttered and Non-Stuttered Phonemes.

21023. Sutherland, Patricia L. A Rhetorical Criticism of Selected Speeches of Estes Kefauver.

21024. Sylvester, Nancy C. A Comparison Between Defective and Normal Articulation Groups on Morphological Skill and General Language Development.

THE UNIVERSITY OF TEXAS AT AUSTIN
1969

Ph.D. Dissertations

21025. Bellamy, Martha M. The Acquisition of Certain English Morphological Inflections by Children Four to Six Years of Age from Advantaged and Disadvantaged Socioeconomic Groups. [A-0124]

21026. Goodyear, Finis H. An Experimental Study of the Motivational Effect of Punishment and Reward Anticipation on the Listening Comprehension of College Students. [A-0102]

TEXAS CHRISTIAN UNIVERSITY
1969

M.A. Theses

21027. Davis, Lenora L. A Readers Theatre Production of the Poetry of Rod McKuen.

21028. Fuertsch, David F. Oral Communication Training in Selected Businesses and Industries in the Fort Worth-Dallas Area.

TEXAS TECHNOLOGICAL UNIVERSITY
1969

M.A. Theses

21029. Andrews, John D. The Rhetorical Analysis of Scaffold Oratory.

21030. Calhoun, Janna K. A Comparative Analysis of Written Language from Auditory and Visually Presented Stimuli.

21031. Eastham, Penelope J. Sequencing Ability as Related to Nonverbal Language Ability.

21032. Fleming, Harold F. An Investigation into the Rhetorical Techniques of Lewis Sperry Chafer.

21033. Graw, Julius A. An Experiment to Test the Possibility of Producing an Acceptable Musical Series for Television with Limited Finances, Personnel, Facilities, and Performing Talent.

21034. Jackson, Edgar M. An Analysis of Selected Speeches of Morris Sheppard.

21035. Jones, Edith I. Use of Operant Procedures to Increase Verbal Behavior of an Autistic Child.

21036. Miller, Marilyn A. Henry Irving's First Tour of America.

21037, Peebles, Ramona. Richard Brinsley Sheridan: Drury Lane.

21038. Sanders, Gerald H. The Wishart-Bryan Controversy on Fundamentalism: A Study in Argumentation.

M.S. Theses

21039. Doyle, Dorothy G. The Rating of Deviant Articulation by Three Listener Groups.

21040. Higgins, Janis. A Correlational Study of Language Development and Musical Ability.

21041. Hutton, Mark. The Auditory Thresholds of Mentally Retarded Individuals with Delayed Auditory Feedback.

21042. Miller, Patricia A. An Experimental Test of Auditory Memory Span for Tonal Sequences.

21043. Morrill, Jeffrey C. A Staggered Spondaic Word Test as an Indicator of Minimal Brain Dysfunction in Children.

21044. Wadley, George Lee, III. Listeners' Sophistication as a Variable in SISI Testing.

TULANE UNIVERSITY
1969

M.S. Theses

21045. Farr, Lorraine E. An Investigation of the Identification of Low Pass Filtered Voiceless Fricative-Vowel Syllables by Individuals with Normal Hearing Sensitivity.

21046. Kriger, Linda B. Hearing Loss Subsequent to Maternal Rubella: A Retrospective Study on a Selected Group of Children Who Exhibit Major Fetal Damage as a Consequence of the 1964 Rubella Epidemic.

21047. Wasilewski, Valerie. Kanamycin Administration and Its Effect on the Inner Ear.

21048. Wyatt, Margaret F. Goals, Results, and Limitations of Vocal Rehabilitation in Selected Pathologies.

M.F.A. Thesis

21049. Lee, James Ron. An Analysis and Production Book of Tennessee Williams' *A Streetcar Named Desire.*

Ph.D. Dissertations

21050. Deagon, Donald D. Pacifist Philosophy in Drama: A Comparative Study of the Philosophy of Pacifism in the Plays of Ancient Greece and of the Twentieth Century.

21051. Prizeman, Herbert H. The Nature of Man in Modern American Theatre as Revealed in Selected Works of Joseph Wood Krutch.

UNIVERSITY OF UTAH
1969

M.A. Theses

21052. Hargraves, Britt. A Study of the Attitudes of Mothers of Preschool and Hard of Hearing Children.

21053. Hecker, Henry. Labyrinthine Function and Possible Rehabilitation of the Spatially Disoriented Patients.

21054. Littlejohn, Stephen Ward. Changes in Speech Criticism: 1910-1940 with an Annotated Bibliography.

21055. Malmstrom, Gloria. Short Auditory Memory Span and Articulation Skills in Mongoloid and Non-Mongoloid Mentally Retarded Subjects.

21056. Meadows, Leslie Kaye. Short Auditory Memory Span and Articulation Skills in Mongoloid and Non-Mongoloid Retarded Subjects.

21057. Smith, Kathleen E. A Subgroup Study of Effectiveness of Public School Speech Correction.

21058. White, Alfred Henry, Jr. A Comparative Study of the Articulation of Consonant Phonemes Between Day School and Residential Deaf Students.

21059. Williams, Judith Lenore. Readers' Theatre and Chamber Theatre: A Survey of Definitions.

M.S. Theses

21060. Benson, George Edward. A Survey of the Utilization of Instructional Television in Utah Elementary Schools.

21061. Clawson, Antoinette. A Comparison of Self-Monitoring and Traditional Discrimination in Therapy.

21062. Foster, Stephen. The Effects of Auditory and Speech Reading Information on the *Test of Listening Accuracy in Children.*

21063. Gooch, Gilbert. Medical Preference of Hearing Referrals and Current Practices in Utah Public Schools.

21064. Loyborg, Wayne. The Effects of Masking on a Test for Cochlear Pathology.

21065. Lungren, Henrik. A Study of the Language Development of Ute Indian Children.

21066. Mantle, John Irvin. A Description of 224 Students at the Utah School for the Deaf.

21067. Moor, Patrick Price. The Influence of Masking on the Short Increment Sensitivity Index in Recruiting Ears.

21068. Moulton, Robert. Sociometric Investigation of the Self-Concepts of Deaf Students in an Integrated Oral Deaf School.

21069. Murdock, Jane Younger. Reinforcement Therapy Applied to the Speech and Language Training of Dawn's Syndrome Subjects.

21070. Nelson, Robert Leland. A Comparative Study of the Relative Adjustment of Deaf Students Attending Residential and Day School Settings in Utah.

21071. Porter, Geraldine. A Comparative Study of the Developmental Norms for Preschool Hearing and Deaf Children Utilizing the *Denver Developmental Screening Test.*

21072. Strasser, Delbert H. The Effects of Contralateral Narrow Band Masking on the *SISI Test.*

21073. Webb, Udella Spendlove. Stimulability and Self-Monitoring Tests as Measures to Predict the Efficacy of Speech Therapy Versus Maturation at the Headstart Level.

21074. Young, Abram Owen. A Study of a Measure of Listening Accuracy and Reading.

Ph.D. Dissertations

21075. Bown, J. Clinton, Jr. The Extent That a Battery of Auditory Perceptual Tests Measure General and Specific Listening Skills; and the Degree the Profile Meets Standards for Measuring Devices. [A-0126]

21076. Ediger, Loyal D. The Effects of Knowledge of Results on Recognition Thresholds of Adults Using Verbal Stimuli. [A-0137]

21077. Silcox, Bud L. Oral Stereognosis in Tongue Thrust. [A-0162]

VANDERBILT UNIVERSITY
1969

M.A. Theses

21078. Lonergan, Lynn. Effects of Training on Auditory Perceptual Skills of Culturally Disadvantaged Children.

21079. Trobaugh, Roma L. Effect of Preschool Training on Auditory Perceptual Skills and Academic Achievement in Culturally Disadvantaged Children.

21080. White, Lauren. An Evaluation of Inductance Loop Amplification.

M.S. Theses

21081. Aldrich, Virginia F. Relation of Improvement from Language Training to Age and Intelligence.

21082. Birdwell, Pamela B. The Effect of Practice on Discrimination in Noise.

21083. Bost, Sheila K. Comparison of Normals and Culturally Disadvantaged on Speech Sound Discrimination Ability.

21084. Burress, Nancy. The Development of Phonemic Synthesis Ability in the Normal Child.

21085. Clark, Carol J. A Comparison of the *Vineland Social Maturity Scale,* the *Preschool Attainment Record,* and the *Peabody Picture Vocabulary Test* on Young Cerebral Palsied Children.

21086. Cutts, Betty P. Speech Discrimination in Noise.

21087. Davis, Joan C. Auditory Discrimination in Culturally Disadvantaged Children.

21088. Fitzgerald, Mary D. A Preliminary Evaluation of the *Receptive Test of Selected Morphological and Syntactical Forms.*

21089. Harden, Sheila H. The Performance of Functional Articulatory Defective Children, Language Impaired Children Suspected of Minimal Cerebral Dysfunction and Normal Speaking Children on Speech Sound Discrimination Under Various Listening Conditions.

21090. Harner, Elizabeth E. Speech Sound Discrimination Ability of Normal Middle-Class Children in Quiet and Noise.

21091. Hipp, Marjorie. Acoustic Analysis of Cerebral Palsied and Normal Children's Vocal Performances.

21092. Hooker, Margaret A. The Naming Function in Acoustically Handicapped Children.

21093. Lester, Dorothy. The Performance of Normal Children on an Expressive Test of Selected Morphological and Syntactical Forms.

21094. Levy, Bettye A. A Study of the Goal Setting Behavior of Parents for Their Stuttering and Nonstuttering Children.

21095. Millar, Marion R. A Comparison of Ratings of Cerebral Palsied Children by Parents and Alternate Informants on the *Vineland Social Maturity Scale.*

21096. Stewart, Elizabeth A. Effects of Training on the Performance of Disadvantaged Children on Two Tests of Mental Ability.

21097. Sullivan, Angela. The Relationship Between Phonemic Synthesis Ability and Socioeconomic Status.

UNIVERSITY OF VERMONT
1969

M.S. Theses

21098. Dunphy, Earle D. A Study of Analysis of Errors of Spelling.

21099. Libbey, Stephen R. Frequencies of Occurrence of a High and a Low Frequency Phoneme in Sentence-Completion Responses of Adults to Stimuli Overloaded with or Lacking the Two Phonemes.

21100. Pearson, Jean P. A Study of the Effects of Presenting Stories in Spoken and Sung Fashion on the Verbal Recall of Mongoloid Children.

21101. Podhajski, Blanche R. An Investigation of a Brief Articulation Screening Test.

UNIVERSITY OF VIRGINIA
1969

M.Ed. Thesis

21102. Young, Lamar L., Jr. A Comparison of Averaged Evoked Response Amplitudes Using Non-Affective and Affective Verbal Stimuli.

UNIVERSITY OF WASHINGTON
1969

M.A. Theses

21103. Addicott, Margaret A. Speech Sound Discrimination Skills of Preschool Children.

21104. Douglass, Susan L. A Comparison of Four Methods of Evaluating the Language Development of Young Children.

21105. King, Stephen W. Evaluation of the Principle of Belief Congruence and the Principle of Congruity in the Prediction of Cognitive Interaction.

21106. Passey, Joel C. An Application of Bertolt Brecht's Theory of Alienation to Modern Performance Theory in Oral Interpretation.

21107. Stegelvik, Maren L. A Study of the Phonatory Patterns Accompanying Systematic Rheumatoid Arthritis.

21108. Sunderland, Linda G. Speech Sound Discrimination Skills of Preschool Children.

Ph.D. Dissertations

21109. Andrues, James W. An Experimental Investigation of Visual Closure in Selected Severely Hard-of-Hearing Subjects. [A-0122]

21110. Clark, Vera F. The Rhetoric of W. H. Auden's Verse Plays. [A-0023]

21111. McFarland, William H. An Investigation of Ocular Response to Various Methods of Sound Field Auditory Stimulation. [A-0149]

21112. Olmstead, Marvin L. An Analysis of the Argumentation of the Alaskan Boundary Tribunal. [A-0074]

21113. Parrella, Gilda C. The Concept of Empathy: A Study in Discovery, Definition, and Design with Application to Literature and Its Performance. [A-0027]

21114. Perozzi, Joseph A. The Relationship Between Speech Sound Discrimination Skills and Language Abilities of Kindergarten Children. [A-0156]

21115. Smith, Raymond A. A Study of Phoneme Discrimination in Older Versus Younger Subjects as a Function of Various Listening Conditions. [A-0166]

21116. Wilson, Wesley R. A Definition and Study of the Peripheral Vasomotor Response of Humans to Selected Auditory Stimuli.

WASHINGTON STATE UNIVERSITY
1969

M.A. Theses

21117. Capps, Carl L. A Comparative Study of NDEA Institute Goals and Teacher Response.

21118. Fenton, Karen. A Survey of Speech and Drama in Accredited Idaho High Schools, 1966-67.

21119. Hoel, Ora J. The Confusability of Isolated Vowel Sounds.

21120. Miller, Sandra Q. Voice Therapy for Children with Vocal Nodules.

21121. Richardson, Larry S. Stokely Carmichael: Jazz Artist.

21122. Slifka, Sally A. The Value of Autoconditioning in the Treatment of Reticence.

21123. Woodbury, Dorothy J. A Four-Event Speech Competition Among the Tri-County Schools.

WAYNE STATE UNIVERSITY
1969

M.A. Theses

21124. Anderson, Edward E. The Media of Management-Employee Communications.

21125. Baumanis, Phyllis. Kinesthesis: The Perception of Movement.

21126. Beauvais, Susan A. The Role of the Team Members in Cleft Palate Habilitation.

21127. Beekman, Harmon E. Theatre Arts in the Metropolitan Area-Senior High School Curriculum.

21128. Bobbert, Larry C. Telecommunications in Brazil.

21129. Clarke, Wayne M. A Study of the Effects of Speech Type Background Noise on Esophageal Speech Production.

21130. Cleveland, Kenneth M. Surgical Sequelae in the Management of Speech of Cleft Palate Patients.

21131. Criner, John M., Jr. A Survey of Harold Clurman's Directorial Technique, 1928-66.

21132. Fleure, Mary K. Tongue Thrust and Its Relationship to Speech Diagnosis and Therapy.

21133. Freel, Thomas J. The Use of Radio as a Method of Employee Relations Communications.

21134. Front, Rosemary M. The Diagnosis and Treatment of Submucous Cleft Palate.

21135. Gordon, Carol A. Dysphonia Due to Vocal Strain in Misuse.

21136. Greenlee, Mary H. The Production and Analysis of *Elijah*: An Original Play by Barry Singer.

21137. Horowitz, Evelyn R. A Study of Artistic Eurphythmy and Its Relationship to Speech.

21138. Lawson, Robert M. The Current Status of Ethnic Radio Broadcasting in Detroit.

21139. Miller, S. J. An Actress's Analysis of Six Performed Scenes.

21140. Reeve, Mark. Auditory Training: Signal Transmission from an Audio Induction Loop System.

21141. Regal, David L. A Directorial Analysis of Boris Vian's *The Empire Builders,* Supplementary to Production Prompt Book.

21142. Shadeed, Lawrence R. The Groups Services Director: His Role in Ticket Sales and Audience Development.

21143. Smith, W. F., Jr. Bruce E. Millan's Detroit Repertory Theatre and His Living Text.

21144. Sulkes, Marcia R. Motor Function, Psychological Development and Speech and Language Therapy with Brain-Injured Children.

21145. Turri, Jacqueline S. The Social Satire and Comic Structure in the Gilbert and Sullivan Operas: 1) *Trial by Jury,* 2) *H.M.S. Pinafore,* 3) *The Mikado.*

21146. Warren, Ruth I. *The Bingo Party*—A Play.

21147. Wicka, Donna M. A Counseling Program for Parents of Cleft Palate Children.

21148. Zelazny, Raymond P. Television as an Adult Education Medium.

Ph.D. Dissertations

21149. Boaz, John K. The Presidential Press Conference. [A-0051]

21150. Dause, Charles A. An Analysis of the 1937 Public Debate over Franklin D. Roosevelt's Court Reform Proposal. [A-0058]

21151. Falk, Robert F. A Critical Analysis of the History and Development of the Association of Producing Artists (APA) and the Phoenix Theatre (APA-Phoenix), 1960-1969. [A-0193]

21152. Jordan, William John. A Psychological Explication of Aristotle's Concept of Metaphor. [A-0106]

21153. Lounsbury, Evan W. Discrimination of Speech at Comfort Levels in Quiet and in the Presence of Noise.

21154. Martin, Sue Ann Gillespie. The Caldecott Medal Award Books, 1938-1968: Their Literary and Oral Characteristics as They Relate to Storytelling. [A-0026]

21155. Viamonte, Daniel, Jr. An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States. [A-0047]

21156. Warren, Irving D. A Descriptive Study of the Communication Activities of Department Heads in a Midwest Hospital. [A-0119]

21157. Wesley, Robert J. A Study of Instruction for Liturgical Reading in Roman Catholic Diocesan Seminaries in the United States. [A-0030]

21158. Wheeless, Lawrence R. An Experimental Investigation of the Persuasive Effects of Time-Compressed Speech. [A-0121]

21159. Wright, David W. A Comparative Study of Two Leadership Styles in Goal-Bound Group Discussions. [A-0021]

WEST VIRGINIA UNIVERSITY
1969

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21160. Baker, Larry N. A History of Special Effects Cinematography in the United States, 1895-1914.

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A BIBLIOGRAPHY OF AMERICAN ELOCUTION

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THE philosophy of elocution was taught and the principles were practiced in the United States during the nineteenth century at all educational levels. Hundreds of books were published on elocution with precepts, exercises, and selections for practice. The advice ranged from simple directions in elementary readers to elaborate and detailed theory in advanced works. The volume of writing and the widespread practice-performance outweighed other speech activities in the century. The contemporary study of speech-communication had its roots both theoretically and practically in this elocutionary movement.

While some of the history of elocution in the United States has been reported in published form, such as that in *A History of Speech Education in America*, ed. K. R. Wallace (New York, 1954) and in M. M. Robb, *Oral Interpretation of Literature in American Colleges* (New York, 1968), and other more specific details given in unpublished dissertations and theses, no attempt has been made to assemble a complete bibliography of the writings on elocution printed in this country. Only two published bibliographies are in any way detailed, and for neither is the claim made that it is exhaustive. These bibliographies are in L. Thonssen and E. Fatherson, *Bibliography of Speech Education* (New York, 1939) and *Supplement: 1939-48* (New York, 1950) and M. M. Robb, *Oral Interpretation of Literature in American Colleges*. Hence, because of the importance of those publications to the understanding and appreciation of the history of speech-communication, a detailed bibliography should be of value both to students and to scholars.

While the present bibliography has been an attempt to catalogue all of the books on elocution which were printed in the United States to the close of the movement in the early twentieth century, it was necessary to impose certain limitations on the entries which are included. First, no school readers, with several exceptions, are listed because almost every reader published in the nineteenth century contained some elocutionary advice, meager as it might be, and, hence, the inventory of such books would run to hundreds of items which should be in a separate bibliography.[1] Exceptions to this limitation are made in the cases of three or four readers from the late eighteenth century or early nineteenth century which had widespread popularity and multiple printings as is indicated in the notes on them. Second, none of the publications which are merely compilations of selections or those in which the discussion of elocution is limited to but a few pages are included. Here, too, the number of these books would be in the hundreds and their value in terms of elocutionary precepts is negligible. Third,

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[1] For bibliographies of readers see: Marceline Erickson, "Speech Training in Common Schools, Academies and High Schools from 1785-1885 as Revealed by a Study of the Books Used in the Schools," unpublished Ph.D. dissertation, Wisconsin, 1948; and Laura C. Chase, "The Concept of Elocution in Common School Readers Used in the United States Between 1820-1860," unpublished Ph.D. dissertation, California, Los Angeles, 1967.

those works in which the principal focus was on rhetorical theory with only a minor section on elocution are omitted. Finally, it was necessary to limit the entries from the early twentieth century by subjective judgment as to whether the work centered essentially on delivery in elocutionary terms or was divorced from that approach. On the basis of these limitations, this bibliography is projected to be comprehensive of the books on elocution published in the United States from 1775 to approximately 1915.

The standard information of author, title, place of publication, publisher, date of publication, and number of pages, is given for each entry. Further, the dates of new editions or reprintings are included in parentheses. If such a date is in doubt and one is conjectured in the Library of Congress Catalogue, that date is accepted and indicated as, for example (190?). The problem of original dates of publication, reprintings, and new editions is one which cannot be solved with satisfaction. Too often mere reprintings, often several in a single year, are indicated as new editions, which they were not. As well, subsequent editions of certain books have altered titles and different publishers from the original. The ephemeral nature of the works and the absence of strict copyright laws makes it impossible to trace the publication record of many of the books with any exactness. Further, a few items, uncovered only by title and author, simply could not be verified in any standard bibliographical reference nor in any library and are not included—possibly they are "ghosts." If the work was first published in a foreign country, that edition is cited in brackets. Cross references are given in the case of joint authorship. Undoubtedly, even though there are 302 entries in this bibliography, 146 of which are not listed in either the Thonssen or the Robb bibliographies, some books have escaped notice, but, I am confident, they are few.

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[2] A minimum of 35 issues of this book were printed in the years given. This is one of the early readers included because of its great popularity.

[3] There were at least 27 editions or reprintings in these years by different printers in different cities and towns.

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[4] It is extremely difficult to trace the various editions of this work as all of the sets which I have examined have different dates for each volume; this is true of the set in the Library of Congress. Undoubtedly, there are still other printings which are not accounted for here.

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[6] A minimum of 36 reprintings are represented in these dates.

[7] In "The Burglarizing of Burgh, or the Case of the Purloined Passions," *QJS*, XXXVIII (Dec. 1952), W. M. Parrish has proved that this is a pirated work which includes the preface to T. Sheridan, *General Dictionary of the English Language*, "A Rhetorical Grammar" (London, 1780), and the description of the "passions" borrowed from J. Burgh, *The Art of Speaking* (London, 1763).

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[8] A number of reprintings were made in a single year, so that there were at least a total of 16.

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[9] This unusually popular reader had as many as 40 printings.

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A SELECTIVE BIBLIOGRAPHY OF THE SERMONS OF FENELON

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THIS annotated bibliography of the sermons of François de Salignac de la Mothe-Fénelon is divided into six categories: I. Manuscripts of Sermons; II. Published Editions of Sermons; III. References to Sermons for Which Neither Manuscript Nor Printed Editions Have Been Discovered; V. Primary Sources Related to Sermons; V. Secondary Sources Related to Sermons; and VI. Bibliographies, Catalogues of Expositions, and Inventories. Entries are numbered consecutively without regard to categories, but arranged alphabetically by author within each category. Italicized numbers in parenthetical citations and elsewhere refer to entries in this bibliography. Each category is prefaced by an explanatory headnote.

The following abbreviations are employed:

A.N.—Archives Nationales (Paris)
B.M.—British Museum
B.N.—Bibliothèque Nationale (Paris)
FR—Français, used at the B.N. to distinguish French manuscripts from Greek, Latin, etc.
L.C.—Library of Congress
Mor.—J. P. Morgan Library (New York)

I. Manuscripts of Sermons

Although there were a number of Fénelon's heirs who figured in the history of his papers, primogeniture prevented an immediate dispersion of a substantial portion of the material. Table One indicates that, as the second child of his father's second marriage and one of fourteen children, Fénelon was younger than his nephew who inherited the family title, only fourteen years older than his favorite nephew Pantaléon, and just a little more than thirty years older than the two great-nephews who played an important part in his life. Therefore, upon Fénelon's death, there were at least five of his heirs who had intimate knowledge of his papers.[1] However, up to the time of the French Revolution, the eldest son was custodian of the majority of the family manuscripts. We do know a little about their disposition between 1715 and 1789. We are told that Fénelon's great nephew used manuscripts to publish *Télémaque* (1717) and *Dialogues sur l'éloquence* (1718),[2] that an inventory of some sort was made of the Fénelon manuscripts to furnish comments for the list of his works appended to the publication of *Recueil de quelques opuscules* (1720), and that Fénelon's great-great nephew, following the wishes of his father, gave to the Bibliothèque Royale the manuscript of *Télémaque*.[3] Around 1780, sixty-five years after Fénelon's death, an effort was made to collect the Fénelon manuscripts from the several lo-

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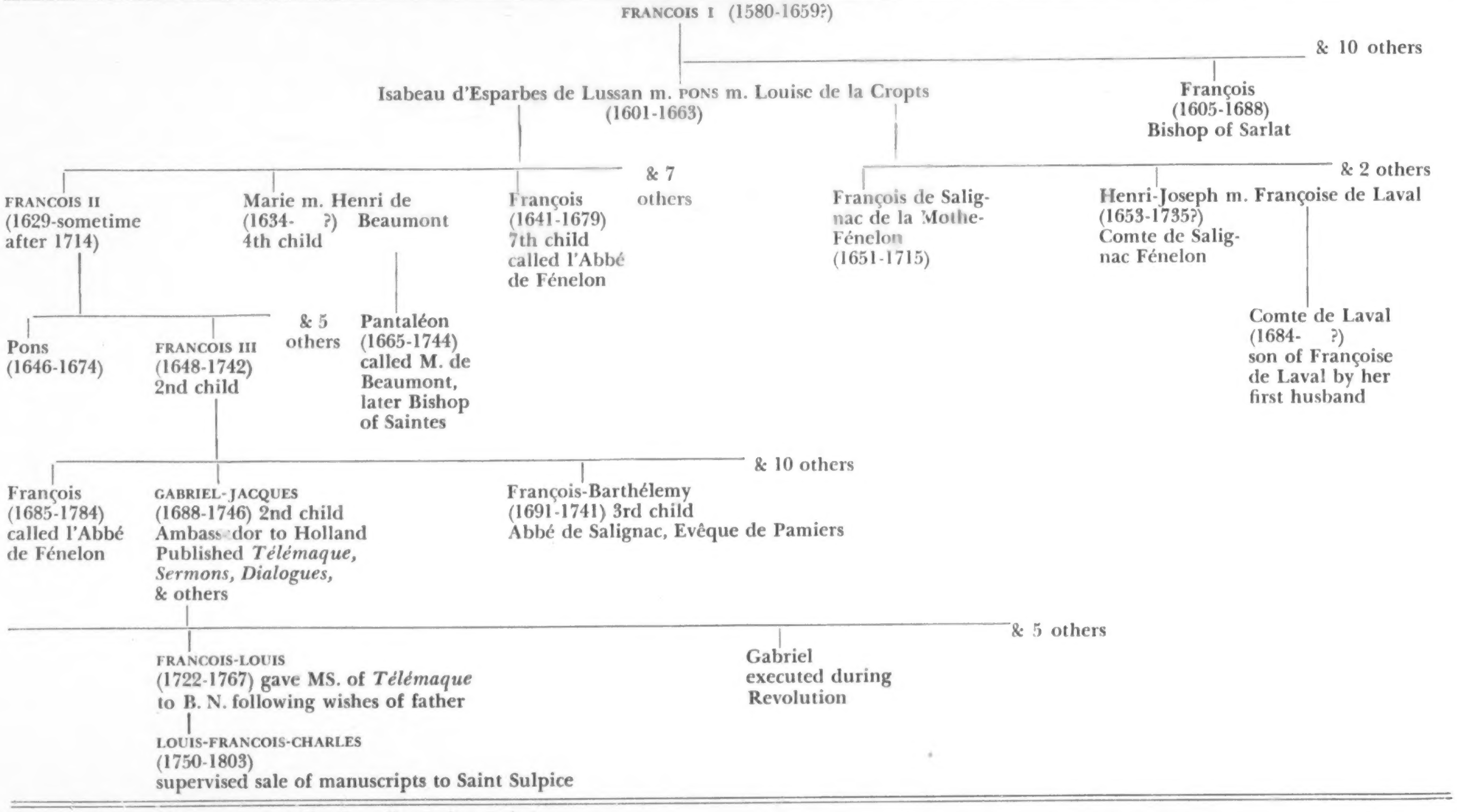
[1] Pantaléon or M. de Beaumont, his nephew; M. de Langéron and M. de Chanterac who were distant relatives on his mother's side; the Abbé Fénelon, his grand nephew; and Gabriel-Jacques, the family heir.

[2] For clarification of this date, see entry *16* of this bibliography.

[3] See MS. at Saint Sulpice (*43*, part 10, p. 288). The account in *Oeuvres* (1824), XX, iii, note 1, is less specific.

TABLE ONE

PARTIAL GENEALOGY OF THE SALIGNAC DE LA MOTHE-FÉNELON FAMILY


FRANCOIS I (1580-1659?)
& 10 others
Isabeau d'Esparbes de Lussan m. PONS m. Louise de la Cropts
(1601-1663)
François
(1605-1688)
Bishop of Sarlat
& 7 others
& 2 others
FRANCOIS II
(1629-sometime after 1714)
Marie m. Henri de Beaumont
(1634- ?)
4th child
François
(1641-1679)
7th child
called l'Abbé de Fénelon
François de Salignac de la Mothe-Fénelon
(1651-1715)
Henri-Joseph m. Françoise de Laval
(1653-1735?)
Comte de Salignac Fénelon
Pons
(1646-1674)
FRANCOIS III
(1648-1742)
2nd child
& 5 others
Pantaléon
(1665-1744)
called M. de Beaumont, later Bishop of Saintes
Comte de Laval
(1684- ?)
son of Françoise de Laval by her first husband
& 10 others
François
(1685-1784)
called l'Abbé de Fénelon
GABRIEL-JACQUES
(1688-1746) 2nd child
Ambassador to Holland
Published Télémaque, Sermons, Dialogues, & others
François-Barthélemy
(1691-1741) 3rd child
Abbé de Salignac, Evêque de Pamiers
& 5 others
FRANCOIS-LOUIS
(1722-1767) gave MS. of Télémaque to B. N. following wishes of father
Gabriel
executed during Revolution
LOUIS-FRANCOIS-CHARLES
(1750-1803)
supervised sale of manuscripts to Saint Sulpice

Sources: Cahen, Cheron, de Broglie, Gosselin, Lafon, Lainé.

cations where they were likely to be found, and, as a result of this effort, inventories of Fénelon manuscripts received from five locations exist at the Paris seminary of Saint Sulpice.[4] That portion of the papers which the Abbé Gallard of Saint Sulpice had acquired in 1777 from Fénelon's great-great-great nephew, Louis-François-Charles, for a contemplated edition of the complete works of Fénelon, were, according to Albert Cahen,[5] returned to the family in 1785 when Gallard's edition did not materialize. The other four caches of materials presumably remained at Saint Sulpice. Eventually the ecclesiastic Querbeuf took up the project and issued the edition of 1787-1792, which was interrupted by the French Revolution. In some manner, during the Revolution, Fénelon's manuscripts passed into the hands of the state, probably through the confiscation of the papers which Querbeuf had left at Saint Sulpice where he had been working on his edition of Fénelon.[6] Others may have been acquired through confiscation of the papers of the Fénelon family which, because of its liaison with the nobility, was subject to having its wealth seized. However, there is no indication of such a seizure in the records examined at the Bibliothèque Nationale, the Archives Nationales, the Bibliothèque Mazarine, and the Bibliothèque de l'Arsenal.

In any event, by 1798, a large collection of the Fénelon papers had been identified at the Hôtel d'Uzes, and an order issued to return the collection to Fénelon's heirs (*30,* 449). Post-revolutionary times were financially difficult for the aristocracy, and Fénelon's family had had financial problems for years. Therefore, when Jacques André Emery, the director of Saint Sulpice, began quietly seeking out manuscripts in an attempt to reconstruct the library of his seminary which had been depleted during the Revolution, he found that Fénelon's heirs had put the family manuscripts into the hands of a *hussier*[7] to arrange for a sale. There are conflicting reports as to why the government did not buy the manuscripts for the Bibliothèque Nationale. Cherel (*25,* 505-6) and Elie Méric (*35,* II, 180) report that the state wanted to buy the manuscripts but that the *hussier* had misgivings about the willingness of the state to complete payment once the manuscripts had been surrendered. The *hussier* was certainly aware of the disputes which were taking place between the state and the heirs of the aristocracy whose possessions had been seized during the Revolution, and he may well have been fearful that, once the state had repossessed the manuscripts, it would find some excuse not to execute payment. There are other indications, however, that, at that particular time, the state took the position that the manuscripts were not valuable, since the most important had been published, and that the meager price asked by the family was too high. Whatever may have been the case, the state did not purchase the papers. For reasons which it is presumed were judicious but which have not been clarified, Emery opened negotiations through an intermediary, the future Cardinal de Bausset,[8] who bought the manuscripts in 1800 from Louis-François-Charles de Salignac-Fénelon for 2,400 francs (*35,* 179, note).[9] One of the family heirs, Madame de Campigny, had been very reluctant to part with the papers that had been in the hands of her family. Therefore, after the sale, presumably as part of a gentlemen's agreement, Emery returned certain unidentified Fénelon manuscripts which had been a part of the general family collection to her for her own property. Even after he had acquired them, Emery was cautious about releasing information about the sale. The location and extent of the Fénelon collection at Saint Sulpice were clarified only by the comments of de Bausset in the course of his publications and through the several editions of Fénelon's works issued under the supervision of Saint Sulpice.[10]

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[4] See *43.* The five lists were of MSS. de la Bibliothèque de Saint Sulpice; MSS. des Théatins; MSS. de Prêtres de la Mission à Saintes; MSS. du Secrétariat de Cambrai; and MSS. acquired from Fénelon's descendants.

[5] Cahen (*21,* lxxviii). Querbeuf must have reopened contacts with the family to assist him in his edition.

[6] The papers of Bossuet might have been similarly seized had it not been for the care which Déforis took in sending them through a third party to a publisher for safekeeping.

[7] A quasi-governmental official similar to a notary.

[8] Bausset had been a student at Saint Sulpice. In 1800 he was Bishop of Alais.

The number of Fénlon's manuscripts which were destroyed, given to friends, or sold before the year 1800 will never be known. For example, where are the copies of Fénelon's sermon, "Entretien sur les avantages de la vie réligieuse," which Déforis must have had in his possession for the edition of Bossuet's sermons in 1789 and which Déforis mistook for a sermon by Bossuet (*11*, 15-18)? Where is the manuscript for *Dialogues sur l'éloquence* which was available for the edition of 1718 (*46*, 221)? The Abbé Gosselin of Saint Sulpice had the original MS. of the speech on the Elector of Cologne for the edition of Fénelon issued in 1830, lent to him by the heirs of the Cardinal Maury. But that MS. has since disappeared. Also there is no trace of the papers which Emery returned to Madame de Campigny. Although Emery certainly did not wish to dispose of anything important, there is no way of knowing what bargain he reached with that sentimental Fénelon heir. In 1875, the Abbé Julien Loth (*34*, 148) concluded that it was probable that many of Fénelon's manuscripts had been lost, some in the fire that swept Fénelon's palace at Cambrai, others by the hazards of succession. Scholars have all but lost hope of finding additional Fénelon manuscripts, and the trail becomes more and more difficult as the years pass.[11]

The following three entries are the only manuscripts of sermons or sermon outlines which have been located.

1. Discours prononcé au sacré de l'Electeur de Cologne, le 1er mai 1707. B.N. MS. FR 15262, foll. 421^{r}-507^{r}.

> Written on both sides of the paper in a clear hand not Fénelon's but with some corrections in Fénelon's handwriting. A note by Gosselin dated July 26, 1830, in the upper left hand corner of fol. 421^{r} reports that he had seen the original manuscript, that this version was decidedly inaccurate, that the copyist had made many omissions and "blunders," and that there was "toutes les differences" between the original manuscript and this copy. Evidently the Abbé Maury sent to Gosselin the "original" manuscript of this sermon (*43*, 239) which he had presumably received from his illustrious uncle, Cardinal Jean Sifrein Maury, who had delivered a eulogy on Fénelon in 1771 (*28*, 93). One contemporary stated that Fénelon composed this speech in one hour.[12]

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[9] According to one source which proposed the theory that the state wanted to buy the collection but could not afford it, this 2,400 francs was less than half the price demanded by the family from the state.

[10] Recently 107 different sets of Fénelon manuscripts housed at Saint Sulpice were microfilmed by the Institut de Recherche et d'Histoire des Textes (*47*), but it is necessary to acquire permission from the Archiviste de la Compagnie de Saint Sulpice before copies can be acquired.

[11] Marguerite Haillant, who in 1966 completed her thesis at Nancy entitled "Fénelon et la Prédication" under the supervision of Jacques Truchet of the University of Paris, reported to the author that her most intense efforts to locate additional sermon manuscripts by Fénelon had proved unsuccessful.

[12] See Ignace Delefosse, "Description de l'abbaye de Notre-Dame de Los, ordre ce Sisteaux, au diocese de Tournay, filiation de Clairvaux," Bibliothèque Municipale de Lille, MS. 152, vol. iv, foll. 142-143. See also Edouard Hautcoeur, *Histoire de l'Eglise Collégiate et du Chapître de Saint-Pierre de Lille* (Lille, 1896-1899), vol. iii, p. 163 note, citing a reference to the Abbé de Los.

2. Discours prononcé par le Scavant, et célébré François de Salignac de la Mothe, Fénelon, Archevêque de Cambray le jour de la bénédiction de Mr. D'ambrines Abbé de St. Sepulchre [sic] à Cambray. Archives du Nord (Lille) MS. 3G 354/7768.

Nine penned pages, printed by hand, with minor corrections in at least two other handwritings. The Abbé Gosselin (*28,* 93) discredited the MS., saying that it was not a sermon delivered by Fénelon. André le Glay, who reported in 1828 that this sermon, delivered in 1703, had been recently discovered, acknowledges that the MS. was not in Fénelon's handwriting, but that there was reason to believe that it was in the handwriting of the Abbé Dambrines.[13] It is possible that the Abbé may have written the sermon from memory after it had been preached, thus accounting for obvious variations in style from other Fénelon sermons. However, before further subjective decisions are made, the text of this sermon should be compared with an authenticated Fénelon sermon, using computerized methods of collation similar to those employed by Frederick Mosteller and David L. Wallace in *Inference & Disputed Authorship: The Federalist* (Reading, Mass.: Addison-Wesley, 1964) or by Alvar Ellegard in *A Statistical Method for Determining Authorship: The Junius Letters, 1769-1772* (Goteborg, 1962).

3. Plans de sermons écrits de la main de M. de Fénelon. Bibliothèque de la Compagnie des Prêtres de Saint Sulpice. Paris. MS. 83. 41 folio pages.

The library at Saint Sulpice, 6 rue Regard, possesses a small folio containing twenty-seven sermon outlines in Fénelon's handwriting.[14] The outlines begin with a text, sometimes cited in both Latin and French, proceed to a summary of the main parts of the sermon, and conclude with a graphic sermon outline enlarging upon each main part. Although the highly rococo style of outlining employed by Fénelon was not found in the many other sermon outlines which came to the attention of this researcher during his investigation of the sermons of Bossuet, Massillon, Bourdaloue, and Fénelon, it may be that the practice was not uncommon in Fénelon's time. As early as 1494, Mauburne published graphics similar to those by Fénelon but with less elaborate bracketing.[15]

In 1803 one of the sermon plans appeared in print in a modified graphic form [*Sermons Choisis de Fénelon . . .* (Paris: Crapelet, in 12°)]. Contrasting type was used to complete the many abbreviations which Fénelon used in his outlining. However, the published editions generally appear in conventional outline form. The collection of outlines was first published in 1823 in vol. xvii, pp. 427-93 of Fénelon's *Oeuvres* (Paris: Lebel). The outlines also appeared in vol. ii, pp. 624-44, of Fénelon's *Oeuvres* in three volumes (1943). See also Marguerite Haillant, *Fénelon et la Prédication* (Paris: Klincksieck, 1969).

II. PUBLISHED EDITIONS OF SERMONS

Preachers in seventeenth century France hesitated to have their sermons published because publication severely limited subsequent use of the material. Most audiences like to think that whatever they hear is being designed particularly for them, and congregations in seventeenth century France were generally not favorably disposed to hearing what had already appeared in print. Therefore it should be expected that Fénelon would not sponsor a running publication of his sermons. Furthermore, Fénelon justifiably rejected as largely pedantic the flood of sermons and treatises published by so many of his colleagues on the eve of their careers. Also, Fénelon's simplicity of style and his disdain for the pretentiousness which surrounded the court of Louis XIV caused him to preach mainly from outlines, so that sermon manuscripts were generally not written.

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[13] See André le Glay, ed., *Discours prononcé par Fénelon . . . le jour de la Bénédiction de M. Dambrines, Abbé du Saint-Sulpice, à Cambrai* (Paris: Louis Janet, 1828). B.N. 8°Lk.7 1596.

[14] No. 83 in the inventory of the manuscripts of Saint Sulpice on microfilm at the Institut de Recherche et d'Histoire des Textes, 40 Avenue Iéna, Paris.

[15] See Jean Mauburne, *Rosetum exercitiorum, spiritualium et sacrarum meditationum . . .* (Paris, 1495 & 1510). The 1495 edition is a better illustration of the style of graphic used by Fénelon than is the 1510 edition.

However, Fénelon might have done well to supervise a publication of his works which would have faithfully presented his philosophies rather than to leave his papers to the confusion which resulted after his death. In his testament, Fénelon protested that many works which had been published in his name were not his own (*19,* 201-4). Such a protest would have been effective if more care had been taken during Fénelon's life to clarify authenticity of authorship.

The entries below show that, except for the address to the French Academy which custom required be published, none of Fénelon's sermons appeared in print with authorization until after Fénelon's death.

4. Fénelon. *Discours prononcez dans l'Académie Françoise le Mardi trente-unième Mars MDCLVVVVIII à la Réception de Monsieur l'Abbé de Fénelon.* Paris: Coignard, 1693. 32 pp. B.N. Z.5053 (12).

Speech by Fénelon comprises pp. 3-16, was delivered, as is the custom at the Académie, in honor of the man he replaced. The Fénelon style is present, but, for the most part, the speech is dull.

5. Fénelon. *Discours prononcé par Fénelon . . . le jour de la Bénédiction de M. Dambrines, Abbé du Saint-Sulpice, à Cambrai.* ed. André le Glay. Paris: Louis Janet, 1828. 18 pp. in 8º. B.N. 8ºLk.^{7} 1596.

The printed version of entry *2.*

6. [Fénelon]. *Recueil de Sermons Choisis sur Differents Sujets.* Paris: Cusson, 1706. 314 pp. in 8º. B.N. D.16025 & B.N. D.49975. Also Mor. E-2, 75, A.

This does not appear in entry *41* because it was published without Fénelon's permission and does not bear his name on the title page. The editor expresses regret that he did not have additional sermons by the same author. Furthermore he acknowledges the anonymity of the sermons by announcing that forthcoming volumes, promised by the editor, would not be published without the approval of the author and from his manuscripts. It can be assumed, therefore, that the six sermons were derived from copies made by scribes who attempted to take down in their own style of shorthand the sermons of famous preachers.

Eugène Griselle in his *Bourdaloue: Histoire Critique de sa Prédication . . .* (Paris, 1901-06), vol. 1, p. 42 & p. 122, note f., refers to two anonymous editions dated 1714 and 1715; Albert Cherel in *Fénelon au XVIIIe Siècle . . .* (Paris: Hachette, 1917) cites a 1710 anonymous edition; Quérard in *La France Littéraire* (Paris: Didot, 1829) acknowledges subsequent editions of 1710, 1727, and 1744. However, these editions could not be located in the Bibliothèque Nationale with the aid of the *anonyme* folio indexes of the Catalogue de l'Histoire de France, nor were they located through the main catalogue or *anonyme* entries at the Bibliothèque de l'Arsenal or at the Bibliothèque Mazarine.

7. [Fénelon.] *Entretiens spirituels sur divers sujets de piété. . . .* Paris: Delaulne, 1714. Two vols. of 227 pp. & 229 pp. in one in 12º. B.N. Réserve D.33716.

This volume, like its predecessor, appeared during Fénelon's life and is anonymous. It is possible that it first appeared in 1706 and that the 1714 issue is a second edition. Cherel (*25,* p. 24 & Appendix, Tableaux Bibliographies, p. 8) cites an edition of four *Entretiens spirituels* with the date 1706. The same sources which were searched for the subsequent editions of entry *6* above did not produce an edition dated 1706 for this entry.

Since Fénelon's sermons could have been used for silent spiritual reading and since he did compose a number of short essays specifically for meditation, it is difficult to determine what items in this volume were actually used as sermons and what items, although having the semblance of sermons, were composed for other purposes. As is pointed out in Table Two, two of the items begin by citing a text, and they were subsequently labeled "sermons" in the 1718 edition.[16] Two other items, although lacking a text, are also identified as sermons in the 1718 edition. Of the remaining six items, five, not identified elsewhere as sermons, could reasonably be so classified.

8. Fénelon. *Sermons Choisis sur Divers Sujets.* Paris: Delaulne, 1718. 339 pp. in 12º. B.N. D.34962. Harvard 38552.9.

This edition of sermons, the first bearing Fénelon's name on the title page, was edited by the Chevalier de Ramsay (*28,* 95; *41,* 174-5), a Scotch Protestant who first met Fénelon in 1710 when Ramsay came to visit Cambrai. Ramsay stayed with Fénelon for four years, was converted to Roman Catholicism, and remained in France to assist in the editing of certain of Fénelon's works. Gabriel-Jacques, family heir and great-nephew of Fénelon, assisted in these publication efforts. This volume is comprised of the six sermons printed anonymously in 1706 plus four of those items appearing anonymously in 1714. See Table Two.

The first sermon, "Pour le jour des Rois," was delivered on January 6, 1687[17] in the basement of what is now the church for the seminary for foreign missions, because the church edifice was not completed. The basement is approximately 33'/87'. Since it was then customary to stand for services, the basement could have accommodated 200 persons.

Fénelon preached the ninth sermon "Sur les principaux devoirs et avantages de la vie réligieuse," at St. Cyr as part of his responsibilities toward Madame de Maintenon and the girls' school she founded in 1684. Griselle established the date of the sermon ca. 1692, authenticating the sermon through a letter written by Madame de Maintenon.[18]

If it is true that the sermons published before Fénelon's death were the products of copyists, then Ramsay and the Marquis de Fénelon, who had complete access to Fénelon's papers, must have considered these clandestinely published sermons sufficiently authentic to issue them under Fénelon's name. It is possible that Ramsay and the Marquis had no source for the 1718 volume other than the clandestine editions. Fénelon may have left nothing more than the sort of sermon outlines described under entry *3* above, allowing Ramsay to make some minor changes in the earlier editions but not giving him the right to do anything substantial. A definitive collation of the texts of the sermons appearing in 1706, 1714 and 1718 is needed and will be reserved for future study.[19]

Two features of the 1718 edition deserve mention. First, the sermon which was entitled "Sur la Perfection Chrétienne" in the 1714 edition does not match the essay entitled "Sermon sur la Perfection Chrétienne" in the 1718 edition. It is rather the 1714 essay entitled "Premier Entretien de la Véritable et Solide Piété" which matches the 1718 essay on Christian perfection. Furthermore, Matthew 12:20 is given as the text for this sermon in the 1714 edition, but there is no text cited in the 1718 edition. Such an omission of text illustrates that, even though a Fénelon essay lacks a text, it can still be considered a sermon. Second, after p. 430 of the 1718 edition, there is what appears to be a misplaced title page, using the same elaborate form employed for the ten other title pages, but not matching any of them. This title page

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[16] See entry *8* of this bibliography.

[17] See Archives, *Missions Etrangères,* vol. x, p. 389, letter of M. de Brisacier, rue du Bac, Paris. There is considerable doubt as to whether the ambassadors from Siam were present to hear Fénelon's sermon for Epiphany. See Henry Sy, "Le Sermon de Fénelon sur la Vocation de Gentils prononcé dans l'Eglise du Séminaire des Missions Etrangères le 6 janvier 1687," *Revue d'Histoire des Missions,* XII, No. 3 (Sept., 1935), 321-8, and R. Bezac(q), "A propos du sermon sur la conversion des Gentils," *Bulletin de la Société Historique et Archéologique du Périgord,* lxxviii, special number on the *Tricentenaire de Fénelon* (July-Sept., 1951), 237-40. See also Archives, *Missions Etrangères,* vol. ix, foll. 479-82 for a letter dated January 10, 1685, describing the visit of the Siamese to the Seminary for Foreign Missions.

[18] See Françoise d'Aubigne Maintenon, *Lettres et Entretiens sur l'Education des Filles,* ed. T. Lavallée, 2nd ed. (Paris: Charpentier, 1861), i, p. 88. There are minor variations between the quotation in the letter and the wording in the speech which could have resulted from emendations by Madame de Maintenon.

[19] Using the first phrase of each paragraph as the basis for a preliminary comparison, it can be said that the sermons are highly similar, but that there are noteworthy differences. For example, sermon three, "Pour le jour de l'assomption de la Vierge," has one paragraph which differs considerably in the two versions, while sermon eight, "Sur la prière," and sermon nine, "Sur les principaux devoirs et avantages de la vie réligieuse," show several omissions and substitutions.

TABLE TWO

A Comparison of the First Three Editions of Fénelon's Sermons

1706			1714[1]			1718		
Pages	Title	Text	Pages	Title	Text	Pages	Title	Text
1-52	Sermon pour le Jour des Rois	Isaiah 60				1-51	Sermon pour le Jour des Rois	Isaiah 60
53-104	Sermon pour le Jour de l'Assomption de la S. Vierge	Matthew 1				106-156	Sermon pour le Jour de l'Assomption de la S. Vierge	Matthew 1
105-154	Sermon pour la Feste de S. Bernard	Luke 3				157-205	Sermon pour la Feste de S. Bernard	Luke 3
155-210	Sermon pour la Feste de S. Thérèse	Jer. 1				206-259	Sermon pour la Feste de S. Thérèse	Jer. 1
211-258	Sermon pour la Feste d'un Martyr	Eccl. 49				260-306	Sermon pour la Feste d'un Martyr	Eccl. 49
259-	Sermon pour la Profession Réligieuse d'une Nouvelle Convertie	Ps. 65:16				307-360	Sermon pour la Profession Réligieuse d'une Nouvelle Convertie	Ps. 65:16
			167-227	Entretien spirituel de l'humilité	John 1:19	52-105	Sermon sur l'humilité	John 1:19
			87-166	Entretien spirituel de la prière	None	361-430	Discours sur la prière[2]	None
						insert 432 on verso	Autre sermon sur la prière	Ps. 41
			70-86	Entretien spirituel sur les principaux devoirs et les avantages de la vie réligieuse	None	431-508	Discours sur les principaux devoirs et les avantages de la vie réligieuse	None
			1-86	Premier Entretien de la Véritable et Solide Piété[3]	Matthew 12:20	509-584	Sermon sur la Perfection Chrétienne[4]	None

[1] The six other essays in this edition do not match up with any of the other sermons in the 1706 or 1718 editions.

[2] Translated into English in ***History and Repertory of Pulpit Eloquence***, **ed. H. C. Fish (1857) under the title, "The Saints Converse with God." Fish assigned the sermon the text of Thess. 1:17.**

[3] This sermon appears to have been published in 1690 in Paris in 12° by Delaulne, but the edition has been lost. See *42*, 858 & *25*, supplement, 1. In the 1714 edition, this sermon appears after 39 pp. of exercises on piety which have their own pagination.

[4] Although the titles for this sermon differ in the 1714 and 1718 editions, the running head at the top of each page of the 1718 edition conforms to the 1714 edition by reading "de la véritable et solide piété."

was evidently intended to introduce an essay entitled "Autre Sermon sur la Prière," citing Psalm 41 as its text and beginning with the words, "C'était, mes trés chères soeurs, une étrange erreur parmi les Juifs. . . ." The recto (presumably page 431) is continued on the verso (numbered page 432), but the essay is abruptly broken off by the appearance of the title page for the sermon "Discours sur les Principaux Devoirs et les Avantages de la Vie Réligieuse" and the verso of this second title page is also numbered page 432. Since both the 1714 and the 1718 editions contain a sermon on "la prière," it is possible that Ramsay had at his disposal a second sermon on prayer, possibly addressed to the sisters at St. Cyr, which Ramsay had sent to the printer, but which he later decided to exclude from the 1718 edition. It may also be that this page can be matched with some other publication of Fénelon, appearing under a heading not associated with sermons.

A second edition of the ten sermons appeared eight years later under the title, *Recueil de Sermons Choisis sur Differents Sujets* (Paris: Delaulne, 1729). 316 pp. in 12°. B.N. D.49776.

9. Fénelon. *Recueil de quelques opuscules. . . .* n. p.: no publisher, 1720. 250 pp. in 12°. B.N. D.89149.

Only one of the items included in this volume has been classified as a sermon (pp. 187-246), namely, the first publication of Fénelon's address of May 1, 1707, delivered at the installation ceremonies of the Elector of Cologne. A rare copy of a reprint issued in 1772 in 8° is in the Bibliothèque Mazarine, call number 24,960A, pp. 193-252.

III. References to Sermons for Which Neither Manuscript nor Printed Editions Have Been Discovered

If dates, places, and occasions concerning Fénelon's sermons can be established, there is always the hope that matching manuscripts or printed sermons will be found. The loss of the sermons which Fénelon preached in his youth, when, between the ages of 24 and 27, he was a parish priest at Saint Sulpice, is particularly regrettable. Not listed here is a reference by de Bausset to a sermon which Fénelon preached at the age of fifteen while still a student at the College du Plessis (*20,* I, 7). Furthermore, we know only a little about the sermons which Fénelon preached during one of his most active periods, *viz.,* 1678-1689, when his official position was to administer to the converted protestants in Paris. The following six entries shed some light on these two periods.

10. L'Oraison Funèbre de l'Abbesse de Faremoutiers Jeanne de Plas.

Charles Urbain called to the attention of Griselle a reference in the records of a nunnery in Paris that, on February 16, 1678, Fénelon delivered a funeral oration for a relative. The Abbess died on October 11, 1677; she was buried on October 14, 1677, her birthday; Fénelon preached a memorial service for her the following February. See B.N. MS. FR 11569, foll. 27v-31r for a description of her death, and foll. 31v, 32, and 33 for a description of what took place during the memorial service. Griselle published these accounts from MS. FR 11569 in *29,* 329-33.

11. Griselle, Eugène. "A propos de sermons de Fénelon," *Revue de Lille,* XII (1901), 456-66.

An account of the known sermons preached by Fénelon in Paris between 1678 and 1689 before he virtually retired from preaching to become tutor for Louis XIV's grandson. From 1675 to 1678, although Fénelon preached daily in a parish of Saint Sulpice, his name did not appear in the *Liste des Prédicateurs* because the list was limited to those conducting the special series at Christmas and at Easter. In 1678, Fénelon assumed his duties as *Superieur des Nouvelles Catholiques* in Paris, serving the former Huguenots who were being pressured back into Roman Catholicism by Louis XIV. It was in this capacity that his name appeared in the lists in 1680, 1681, 1685, 1687, and 1688. For additional information, consult *Liste générale et véritable de tous les prédicateurs,* published in Paris by Colombel in 4° between the years 1616 and 1790 (B.N. Res. Lk.7.6743). See also Griselle (*29*) for a reprint of this article.

12. Griselle, Eugène. "Sermon de la Dédicace de l'Eglise Saint-Jacques du Haut Pas," Fénelon: *Etudes Historiques* (Paris, 1911), pp. 335-8.[20]

> Griselle found a note in the Archives Nationales, MS. LL 793, fol. 115, in a record of the sermons given in the Church of Saint Jacques, that Fénelon preached on Sunday, May 13, 1685, at the conclusion of the dedication of the church.

13. Griselle, Eugène. "Un sermon de Fénelon à retrouver: panégyrique de Saint François d'Assise, prononcé à Cambrai le 4 octobre 1695." *Bulletin Société d'Etudes de la Province de Cambrai,* IV (1902), 168-70.

> Griselle found a reference in the *Mercure Galant* (October, 1695, pp. 290-1) that, on October 4, 1695, Fénelon delivered a panegyric at the Church of the Recollets in Paris, his first after having been named archbishop, "avec une éloquence, et une érudition qu'on ne scauriot exprimer, et qui lui attirerent l'admiration de tous ceux qui l'entendirent."

14. Griselle, Eugène. "Echos de deux sermons de Fénelon à Mons en 1703," *Bulletin Société d'Etudes de la Province de Cambrai,* V (1901), 127-8.

> Griselle found a letter in the Bibliothèque Nationale, MS. FR 19211, foll. 209 & 210r, written by a G. Fleurnois, a banker at Rotterdam, addressed to Père Léonard de Saint-Catherine and dated October 8, 1699, saying that Fénelon had preached twice at Mons, once on the relationship between Jesus and Mary and once on the conversion of St. Matthew.

15. Griselle, Eugène. "Un panégyrique de Saint Ignace de Loyola par Fénelon à Cambrai en 1703," *Bulletin Société d'Etudes de la Province de Cambrai,* V (1903), 36-7.

> Griselle found two identical unsigned letters in the Bibliothèque Nationale [the first, MS. FR 19,658, fol. 250, addressed to a M. Mabillon, and the second, MS. FR 17,764, foll. 33 & 34, addressed to a Mlle. de Joncou(x)], referring to a panegyric preached by Fènelon on July 1, 1703. The author of the letters is unknown. The first is not addressed to Mabillon, but it is bound with a series of Mabillon's letters; the second MS., not so clearly written, is addressed to Mlle. de Joncou and does bear the date of August 1, 1703. The letter said that Fénelon, despite a severe cold, preached on St. Ignace "avec une éloquence merveilleuse" before all of Cambrai. The letter also presents a brief synopsis of the sermon.

IV. PRIMARY SOURCES RELATED TO SERMONS

There are a limited number of early eighteenth century manuscripts and printed editions by or about Fénelon which reflect upon his sermons. The most important of these items are listed below.

16. Fénelon. *Dialogues sur l'éloquence en général et sur celle de la chaire en particulier, avec une lettre écrite à l'Académie françoise, par feu messire François de Salignac de la Mothe Fénelon. . . .* Paris: Delaulne, 1718. 412 pp. in 12°. B.N. X.18635. Mor. E, 36, C.

> Cherel cited a 1717 edition of the dialogues under the title, *Réflexions, Dialogues sur l'eloquence . . . , avec les Réflexions sur la poésie française, par le P. du Cerceau* [Amsterdam: J. F. Bernard (2 parties en 1 vol.)], *25,* 10, Tableaux bibliographiques), but the Bibliothèque Nationale, the British Museum, and other libraries consulted for this bibliography possess no such edition.
>
> The Bibliothèque Nationale made a special search of its collection, and its Service Central des Prêts circulated the title among the provincial libraries in France without success. Cherel does not enumerate the libraries he consulted and therefore the search must continue. It is possible that the typesetter erred in drawing up Cherel's *tableaux* and put the title *Réflexions, Dialogues sur l'Eloquence . . .* in the row corresponding to the date "1717" rather than

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[20] Griselle published his *Etudes Historiques* during a brief renaissance in studies on Fénelon which featured the quarterly review, *Révue Fénelon,* published between 1910 and 1912. B.N. D.89224. Unfortunately there are no locations of this quarterly in the United States.

in the row corresponding to the date "1718." The British Museum does have a copy dated 1718, printed in Amsterdam, which has appended to it a piece entitled "Réflexions sur la poésie française, par le P. du Cerceau." B.M. 1090.h.14.

The 1718 Paris edition, issued by Ramsay in cooperation with Gabriel-Jacques de Salignac-Fénelon, appears to have followed a manuscript reported in 1720 to be in the Fénelon papers (*46*, "Liste Exacte des Ouvrages Composez par . . . Fénelon"). However, it does not appear at the Bibliothèque Nationale or in the inventory of the Saint Sulpice MSS. on microfilm at the Institut de Recherche et d'Histoire des Textes and must be presumed lost.

17. Fénelon. Lettre à lAcadémie. MS. #52. Bibliothèque de la Compagnie des Prêtres de Saint Sulpice. Paris. Three separate documents bound in one folio.

The first document appears to be the original copy of Fénelon's famous letter to M. Dacier of the French Academy. It consists of twenty-two pages in Fénelon's handwriting with some corrections by him, but it is incomplete, breaking off abruptly at the bottom of a page.

The second document of sixty-one pages appears to be a copy of the first document written by someone other than Fénelon but with corrections in Fénelon's handwriting. This second MS. is complete.

The third document of thirty-six pages reproduces the first document, breaking off at the same place, written in a hand other than Fénelon's but again with corrections by him.

This letter, written by Fénelon at the close of his life in response to an inquiry from the Academy circulated among its members, has been published under a variety of titles, two of which are: *Réflexions sur la grammaire, la rhétorique, la poétique et l'histoire, ou mémoire sur les travaux de l'Académie Françoise, à M. Dacier, sécretaire perpetuel de l'Académie . . . par feu M. de Fénelon.* (Paris: Coignard, 1716. 175 pp. in 12°. B.N. Z.11307 & B.N. Res.Z.2041)[21] and *Lettre . . . à l'Académie Françoise* (Paris: Delaulne, 1718. See entry *16*).

A second essay which frequently bore the title, "Mémoire sur les occupations de l'Académie" and which appeared in numerous editions of the collected works of Fénelon beginning in 1787[22] was determined by Urbain to be rather the work of Valincour.[23] Considerable attention must be given to distinguishing the two letters because the titles of both change frequently.

18. Galet l'Abbé Jacques. *Recueil des principales vertus de feu messire François de Salignac La Mothe Fénelon . . . par un Ecclésiastique.* Nancy: J. B. Cusson, 1725. 115 pp. in 8°. B.N. 8°Ln^{27}.58685.

Contains interesting anecdotes, e.g., when Galet asked Fénelon why he did not wear the pectoral cross of emeralds given him by the Elector of Cologne, Fénelon replied that he accepted the cross because of who the donor was but that he resolved never to wear it.

19. Ramsay, Andrew M. *Histoire de la vie de . . . Fénelon.* La Hay: Vaillant et Prevost, 1723. 204 pp. in 12°. B.N. 8° Ln^{27}.7464.

The most informative source on Fénelon's later life. Detailed, interesting favorable comments on Fénelon's preaching. English translation available: [Andrew M. Ramsay], *The Life of François de Salignac de la Motte Fenelon* [sic], *Archbishop and Duke of Cambray,* ed. Nathaniel Hooke. (London: P. Vaillent & J. Woodman, 1723.) 340 pp. Newberry Library (Chicago) E5. F3497. Subsequent editions of the *Histoire* should be consulted, for Ramsay made substantial changes as reactions to his book appeared. For the most complete treatment of Ramsay himself, see entry *25*, "André-Michel Ramsay.—Sa Vie," pp. 31-75 and "Ramsay Editeur de Fénelon," pp. 76-93. Ramsay's MS. is at Saint Sulpice and is among those on microfilm at the Institut de Recherche et d'Histoire des Textes. J. P. Morgan Library has an Amsterdam 1729 edition and two 1747 Hague editions: E, 36, C and E-2, 75, A.

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[21] The Dutch edition bore the title *Réflexions sur la Rhétorique et sur la Poétique* (Amsterdam: Bernard, 1717) and included "de la poésie pastorale, à Messieurs de l'Académie françoise, par M. l'abbé Genest." B.M. 896.e.5; B.N. 8°Z.2768(1); and B.N. Z. Beuchot .1229.

[22] See the 1787 edition, III, 449-60. The 1820-1830 edition of *Oeuvres* reproduced the spurious "Mémoire sur les occupations de l'Académie" in vol. xxi, pp. 145-55.

[23] See Charles Urbain, *Les Premières Rédactions de la Lettre à l'Académie par Fénelon.* (Paris: Colin, 1899). 42 pp.

V. SECONDARY SOURCES RELATED TO SERMONS

It is difficult to choose from among the many secondary sources on Fénelon those most pertinent to his sermon composition. Researchers who wish to enlarge upon the eighteen items listed here should consult the several bibliographies listed under category VI below.

20. Bausset, Louis-François de, Cardinal. *Histoire de Fénelon.* 3rd ed. Paris: Giguet & Michaud, 1817. 4 vols.

Bausset first issued his "biography" in 1808 in three volumes. The second edition, also in three volumes, appeared in 1809. The first edition was translated by William Mudford and published in London by Sherwood, Neely, & Jones in 1810 in two volumes. [Library of Congress PQ1796.B4 & Newberry Library (Chicago) E5.F347.] The third edition is usually preferred for being more complete. As has been previously noted, de Bausset had at his disposal the manuscripts purchased by Saint Sulpice, as well as the cooperation of numerous other manuscript sources. At least nine editions are recognized by the Bibliothèque Nationale besides the special 1850 edition issued by Gosselin.

21. Broglie, Emmanuel de. *Fénelon à Cambrai.* Paris: Plon, 1884. 450 pp.

A well-written story of Fénelon's retirement to Cambrai, including on pp. 417-19 a discussion of the *Lettre à l'Académie* and on pp. 20-33, a discussion of the three *abbés* who played important parts in Fénelon's life.

22. Cahen, Albert, ed. *Les Aventures de Télémaque,* new ed. Paris: Hachette, 1927. Two vols. Collection des Grands Ecrivains de la France.

In the preface, lxxvii-cii, Cahen discusses the history of the Fénelon MSS.

23. Carcassonne, Ely. "A propos d'un sermon de Fénelon," *Mélanges de Philologie et d'Histoire Littéraire Offerts à Edmond Huguet.* Paris: Boivin, 1940.

A history of how the text of Fénelon's sermon on the Elector of Cologne was developed.

24. Cayre, A. A. "Maîtres Modernes de la Vie Chrétienne," vol. iii, book v, 1st part, pp. 182-240 of *Patrologie et Histoire de la Théologie.* Paris: Desclée, 1943.

An excellent summary of Fénelon's impact upon society, with terse but effectively written notes.

25. Cherel, Albert. *Fénelon au XVIII^e Siècle en France (1715-1820).* Paris: Hachette, 1917.

A valuable reference. On pp. 505-8, Cherel discusses the manner in which the sale of the Fénelon manuscripts to Saint Sulpice was arranged. See also references to this work in category VI of this bibliography and under entry *18.*

26. Delphanque, Albert. "Comment prêchait Fénelon," *Mémoires et Travaux Publiés par les Professeurs des Facultés Catholiques de Lille,* XXXII (1928), 169-88.

Some interesting comments on Fénelon's sermon plans.

27. Durieux, Joseph. "A propos du sermon sur la vocation des Gentils," *Bulletin de la Société Historique et Archéologique de Périgord,* LXXVIII (1951), 237-43.

A brief history of the sermon on the Epiphany.

28. Gosselin, Abbé Jean Edme Auguste. *Histoire Littéraire de Fénelon.* Paris: Lecoffre, 1867. 480 pp.

One of the monumental works on Fénelon, equal in importance to de Bausset's life of Fénelon and to Cherel's *Fénelon au XVIII^e Siècle.* On pp. 92-4 and 109-17 of Part One, Gosselin gives a detailed analysis of the works pertinent to Fénelon's sermons.

29. Griselle Eugène. *Fénelon: Etudes Historiques.* Paris: Hachette, 1911. 373 pp.

A collection of some of Griselle's valuable articles on Fénelon, including entries *11, 13, 14, 15, 10,* and *12* of this bibliography, the last two forming part of the appendix of Griselle's collection.

30. "Histoire Littéraire des Manuscrits Laissés par Fénelon," *La Deçade,* XVII, No. 26 (an VI or 1796), 449-53.

A discussion of the transitory state in which the Fénelon manuscripts existed during the French Revolution.

31. Janet, Paul. *Fénelon.* Paris: Hachette, 1892. 206 pp. L.C. PQ1796.J3.

One of the few recent biographies of Fénelon. Adequate. English translation by Victor Leuliette (London, 1914).

32. Lafon, Charles. "Fénelon et sa famille," *Bulletin de la Société Historique et Archéologique du Société Périgord,* LXXVIII (1951), 159-96.

Excellent source on the genealogy of Fénelon.

33. Lainé, Louis. "Généalogie de la Maison de Salignac-Fénélon," *Archives Généalogiques et Historiques de la Noblesse de France.* Paris: par l'auteur, 1844. Vol. ix. 44 pp.

The genealogy of the ancestors and descendants of Fénelon.

34. Loth, Abbé Julien. *Fénelon Orateur.* Rouen: Cagniard, 1875. 222 pp.

An interesting speculation on how Fénelon preached, but suffers from lack of documentation.

35. Méric, Elie. *Histoire de M. Emery. . . .* Paris: Société Générale de Libraire Catholique, 1885. Two vols.

Chapter seven of the second volume, pp. 176-207, discusses the sale of the Fénelon MSS. to Saint Sulpice.

36. "Méthode de precher de Fénelon," *La Spectateur Français aux XIX^{me} Siècle,* IX (1810), 291-6.

A short account of the manner in which Fénelon supposedly preached, by an author whom the editors list as anonymous.

37. Révillout, Charles Jules. "Un problème de chronologie littéraire et philologique: date présumable des Dialogues de Fénelon sur l'eloquence," *Revue des Langues Romanes,* XXXIII (1889), 5-30, 194-216.

Dated composition of dialogues on eloquence as ca. 1679.

VI. Bibliographies, Catalogues of Expositions, and Inventories

Five bibliographies on Fénelon contributed to this research. In 1828 Adrien Beuchot attempted to set the dates when Fénelon composed his works and thereby developed useful comments on the sequence of the published editions. It was not until one hundred years later that a second bibliography appeared. In 1912 the Bibliothèque Nationale completed its printed catalogue of the published works by Fénelon which it had in its collection. This valuable source suffers from three limitations: (a) it concerns itself only with published volumes and makes no mention of manuscript or periodical material, because these were concerns of other branches of the library and not under the jurisdiction of the Département des Imprimés; (b) it includes only works published under Fénelon's name and thereby excludes all of the anonymous editions; (c) it has not been revised since 1912, so that, to locate items which have entered the collection of printed works at the Bibliothèque Nationale since that date, it is necessary to consult the several portfolio indexes and card catalogues in the library itself.

The third bibliography, by Cherel, appeared in 1917. The section on works by Fénelon was in table form and attempted to list chronologically, under sixteen different columns, all of the works published between 1687 and 1820. The two columns entitled "Sermons" and "Critique littéraire" were particularly useful. In the preface to his table, Cherel noted that, in compiling his list, he had consulted a number of libraries, public and private, in France and abroad; but unfortunately he did not list these libraries nor did he specify in what library he had found a particular edition. Therefore it is difficult and sometimes impossible to verify, through conventional research channels, an entry made by Cherel.[24] A second limitation of the Cherel bibliography is that the table format which he chose for the works by Fénelon did not provide much room for annotation, e.g., the comment "[4 sermons]" was all that Cherel noted for the 1706 entry entitled "Entretiens spirituels." A third limitation is that, under the *Bibliographie Méthodique* which precedes the table and which concerns commentaries on Fénelon, Cherel chose to list many of his entries by date rather than by author, making it difficult to trace the works of any one person. A computerized alphabetical index for the Cherel bibliography would eliminate this last objection.

The fourth Fénelon bibliography, by Carcasonne (1939), did not attempt to present an exhaustive list of publications by Fénelon himself, but rather concentrated on the more recent commentaries on Fénelon's works. It is particularly valuable for its coverage of the early twentieth century periodical material.

The most recent bibliography, published under the editorship of Alexandre Cioranescu in 1966, is an excellent addition to research methodology on Fénelon. It provides an extensive list of commentaries on Fénelon's works and is particularly helpful in guiding the reader to the latest contemporary periodical articles. Unfortunately, the entries under the topics "Oeuvres oratoires" and "Dialogues sur l'éloquence" are limited. Just as Cherel is particularly thorough on items relevant to Fénelon's personal reputation, Cioranescu is most comprehensive on entries relating to the controversy over Quietism. In addition to some mechanical errors which are noted in the annotation under entry *42* below, the Cioranescu bibliography has three additional limitations: first, it does not specify which works on Fénelon were issued as *anonymes;* second, it does not cite places of publication, which are important in distinguishing those works which were published in France and those which had to be issued in England or Holland beyond the reach of French censors; and third, the sections on the editions of Fénelon's works do not include all known editions.

The thirteen entries below include these five bibliographies plus selected catalogues of expositions and inventories which are of assistance in delineating Fénelon's works.

38. Beuchot, Adrien Jean. *Notice sur Fénélon* [sic], *Suivie de la Liste Chronologique de ses Ecrits.* Lyon: Rusand, 1829. 76 pp.

Attempts to establish when each of Fènelon's works was written.

39. Carcassonne, Ely. *Etat Présent des Travaux sur Fénelon.* Paris: Société d'Edition "Les Belles Lettres," 1939. 136 pp.

Introductory chapter summarizes sources available for study of Fénelon. Concludes with a twenty-page bibliography which, although lacking manuscript sources and failing to give multiple editions, is very useful.

40. Catalogue des Manuscrits de M. de Fénelon Archevêque Duc de Cambrai, envoyés à M. l'Abbé de Fénelon par MM les prêtres de la Congrégation de la Mission de la Maison de Saintes pour concourir à l'édition, complète des oeuvres de cette illustre Prélat, B.N. MS. FR 12844, foll. 138-43^{v}.

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[24] When the collections and services at the Bibliothèque Nationale, the Bibliothèque de l'Arsenal, and the Bibliothèque Mazarine are unproductive, the next two steps are to consult the catalogue of the British Museum and the five bibliographies noted in category VI of this paper. When these sources fail, less likely places must be searched, such as the numerous private Catholic libraries in France, the private collections in the town houses and chateaux of French families, and the available American sources including the J. P. Morgan Library in New York, the Newberry Library in Chicago, and the National Union Catalogue in Washington, D.C. The search is long and often fruitless.

A very detailed inventory compiled by the priests of the Maison de Saintes of the manuscripts which they were lending to Fénelon's great nephew known as l'Abbé de Fénelon for the pre-revolutionary edition of Fénelon. These manuscripts presumably stemmed from the legacy of Fénelon's nephew Pantaléon who had been Bishop of Saintes. Fol. 143 mentions a manuscript of the "Discours prononcé au sacre de l'Evêque de Liége [sic]," and specified "Cannevas de Sermons" which were presumably the sermon outlines in the library of Saint Sulpice today.

41. Catalogue des Ouvrages de Fénelon Conservés au Département des Imprimés. Paris: Rastoul, 1912. 187 pp.

A reprint of the valuable Fénelon bibliography in the printed catalogue of the printed works in the Bibliothèque Nationale. Particularly valuable for its careful subject indexing.

[*25.*] Cherel, Albert. *Fénelon au XVIII^{e} Siècle en France* (1715-1820). Pages 617-661 comprise a *Bibliographie Méthodique* using the following headings:

I. "Editions de Fénelon," accompanied by references to a bibliographical table given as a supplement. Occasionally lacks publisher, gives some attention to later editions.

II. "Réputation de Fénelon," listing works by date from 1699 to 1801.

III. "Ramsay."

IV. "Influence Littéraire de Fénelon."

V. "Influence Politique."

VI. "Influence Morale et Pédagogique."

VII. "Autorité Doctrinale: Influence Réligieuse: Influence Philosophique."

VIII. "Journaux et Périodiques."

42. Cioranescu, Alexandre. *Bibliographie de la Littérature Française du Dix-Septième Siècle.* Paris: Editions du Centre National de la Recherche Scientifique, 1966. 3 vols.

Vol. ii, pp. 850-73, gives a detailed list of references to works by Fénelon and about Fénelon. Unfortunately the editors neglected to include a key to the many abbreviations used in this valuable set, causing considerable difficulty because of the obscure nature of most of the references. This omission will presumably be corrected in a second edition.

43. Etat en 1892 des manuscrits de Fénelon et de ceux qui le concernant; suivi de divers inventaires antérieurs de cette date. MS. Bibliothèque de la Compagnie des Prêtres de Saint Sulpice. No number given.

This folio of papers is divided into ten parts and includes a copy of the "inventaire incomplète" made by Poitier and Barbier in *an* 5 and by Emery, before the sale of the manuscripts from the family to Saint Sulpice was concluded. It also gives five other inventories, four of which evidently date from that first effort to assemble the manuscripts of Fénelon for publication: MSS. de la Bibliothèque de Saint Sulpice; MSS. des Théatins; MSS. des Prêtres de la Mission à Saintes; MSS. du Secrétariat de Cambrai. There is also an inventory of the manuscripts which were in the hands of Gallard when he was supervising the edition of Fénelon's works. An interesting note in fol. 239 indicates that l'Abbé Maury sent to the editors the MS. of the sermon on the Elector of Cologne.

44. Fénelon en son Temps: Hôtel de Rohan, 15 Decembre 1951—15 Janvier 1952. Paris: Hôtel de Rohan, 1951. 56 pp. B.N. 8°V.60619.

A catalogue of the Paris exposition held at the Archives Nationales, with excellent documentation of where exhibited material was obtained.

45. Fénelon et son Temps: Exposition 5 Juillet—15 Août 1951 à l'Occasion du Tricentenaire de Fénelon: Musée de Périgord, Ville de Périgueux. 1951. 23 pp. B.N. 8°V.Piece 29924.

Lists, with documentation, manuscripts, printed editions, portraits of Fénelon assembled for his three hundredth birthday.

46. Fénelon. *Examen de Conscience pour un Roi.* Londres: David, 1747. B.N.

D.21277. Mor. has 1747 Hague version with the title *Directions pour la Conscience d'un Roi.* E-2, 75, A.

On pp. 209-32 is given "Liste Exacte des Ouvrages Composez par Feu Messire François de Salignac de la Mothe Fénelon. . . ." This is the same list which appeared at the conclusion of the 1720 and 1722 editions of *Recueil de Quelques Opuscules de . . . Fénelon* (see entry *9* for reference to copy in Bibliothèque de la Mazarine).

47. Inventory of the Manuscripts of Fénelon in the Bibliothèque de la Compagnie des Prêtres de Saint Sulpice microfilmed by the Institut de Recherche et d'Histoire des Textes.

The inventory is in some disorder but appears to be carefully done, listing manuscripts under 107 headings. Section on "plans de dissertations théologiques" bears investigation. Housed at Avenue d'Iéna. Not available commercially.

48. Lavergne, Géraud. "Archives du Chateau de Fénelon," *Bulletin de la Société Historique et Archéologique du Périgord,* LXXVIII (1951), 214-20.

Describes the material located at Cenac which, for the most part, appears to be family documents.

49. Rapport sur la collection des MSS. de Fénelon déposés au bureau du domaine nationale, à l'Hôtel d'Uzes. B.N. MS. FR nouvelle acquisition 6248, foll. 1-3.

This appears to be an official copy of an inventory of the manuscripts of Fénelon which had come into the possession of the state during the Revolution. It was made at the request of the Conseil in its negotiations with the heirs of Fénelon concerning the return of the family papers. The signatures are those of Poirir and Barbier, and a note on the first page says that the inventory followed one made by a P. Adry and that the items in parentheses are notations which he had made. There is also an obscure reference at the conclusion of the MS. to a contribution made by l'Abbé de Saint Leger.

Bibliothèque Nationale MS. FR 20843, foll. 130-32, appears to be a rough draft of the above, in another hand, with the same introduction but differing in the breakdown of the several categories of manuscripts. There is also in MS. FR 20843 a table of contents made for a publication of the works of Fénelon, possibly by Fr. Ambr. Didot in 1787 for the edition which began in that year.

50. "Tricentenaire de la Naissance de Fénelon: Célébration par la Société des Etudes du Lot 21 Octobre 1951," *Bulletin de la Société des Etudes du Lot,* supplement to LXXII (1951), 39 pp. B.N. 8°Z.1245 (1951).

The minutes of an all-day seminar held in honor of Fénelon's three hundredth birthday.

A BIBLIOGRAPHY OF RHETORIC AND PUBLIC ADDRESS FOR THE YEAR 1969

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The bibliography includes the more important publications on rhetoric and public address appearing in the year 1969. It lists publications from the major fields of study producing work of interest to scholars in rhetoric and public address. The staff invites readers to send in significant items which have been overlooked. Books and articles which appeared between 1947 and 1968 are listed if they escaped notice in the bibliographies for those years. [*QJS* 34(1948).227-99; 35(1949).127-48; 36(1950).141-63; *SM* 18(1951).95-121; 19(1952). 79-102; 20(1953).79-107; 21(1954).79-107; 22(1955).79-110; 23(1956).157-88; 24 (1957).181-211; 25(1958).178-207; 26 (1959).183-216; 27(1960).201-38; 28(1961).157-89; 29(1962).147-81; 30(1963).137-74; 31(1964).187-223; 32(1965).217-252; 33(1966). 187-222; 34(1967).187-220; 35(1968).203-54; 36(1969).171-214.]. In all cases where no date is specified in the entry, the year 1969 may be assumed.

The list of abbreviations does not include all the journals examined by the staff, nor all the journals cited in any given issue of the bibliography. Rather, it lists those most frequently cited, changing slightly from year to year.

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Abbreviations

AAA	The Annals of the American Academy of Political and Social Science
AHR	The American Historical Review
AI	Annals of Iowa
AJP	American Journal of Philology
AL	American Literature
AmQ	American Quarterly
AP	American Psychologist
APSR	The American Political Science Review
AR	Antioch Review
AS	American Scholar
ASR	American Sociological Review
AUMLA	Journal of the Australasian Universities Language and Literature Association
BA	Books Abroad
BCr	Bulletin Critique du Livre Français (Paris)
BHPSO	Bulletin of the Historical and Philosophical Society of Ohio
BJP	British Journal of Psychology (London)
CH	Current History
CJ	The Classical Journal
CM	Classica et Mediaevalia
CoR	Contemporary Review
CP	Classical Philology
CQ	Classical Quarterly
CR	The Classical Review
CSSJ	Central States Speech Journal
EJ	English Journal
ELH	Journal of English Literary History
ELN	English Language Notes
EPM	Educational and Psychological Measurement
ERB	Educational Research Bulletin
H	Hispania
HAHR	Hispanic American Historical Review
HLQ	Huntington Library Quarterly
HR	Human Relations (London)
It	L'Italia che Scrive (Rome)
JAP	The Journal of Applied Psychology
JB	The Journal of Broadcasting
JC	Journal of Communication
JEE	Journal of Experimental Education
JEGP	Journal of English and Germanic Philology
JEP	Journal of Educational Psychology
JExP	Journal of Experimental Psychology
JGP	Journal of General Psychology
JHI	Journal of the History of Ideas
JISHS	Journal of the Illinois State Historical Society
JP	The Journal of Politics
JPer	Journal of Personality
JPSP	Journal of Personality and Social Psychology
JPsy	Journal of Psychology
JQ	Journalism Quarterly
JSH	The Journal of Southern History
JSI	Journal of Social Issues
JSP	Journal of Social Psychology
ML	Modern Languages
MLN	Modern Language Notes
MLQ	Modern Language Quarterly
MP	Modern Philology
N	The Nation
NAEBJ	National Association of Educational Broadcasters Journal
NEQ	New England Quarterly
NH	Nebraska History
NRFH	Nueva Revista de Filologia Hispánica (Mexico City)
NYH	New York History
NYTB	New York Times Book Review
NYTM	New York Times Magazine
PA	Parliamentary Affairs (London)
Ph	The Phoenix (Toronto)
PMLA	Publications of the Modern Language Association of America
PNQ	Pacific Northwest Quarterly
POQ	Public Opinion Quarterly
PQ	Philological Quarterly
PR	Psychological Review
PSQ	Political Science Quarterly
QC	Quaderni della 'Critica' (Bari, Italy)
QJS	The Quarterly Journal of Speech
QR	Quarterly Review
RBPH	Revue Belge de Philologie et d'Histoire (Brussels)
RES	Review of English Studies (London)
RHA	Revista de Historia de América (Tacubaya, México)
SAQ	South Atlantic Quarterly
SeR	Sewanee Review
SHQ	Southwestern Historical Quarterly
SM	Speech Monographs
SP	Studies in Philology

SR	Saturday Review
SSJ	Southern Speech Journal
ST	The Speech Teacher
TAPA	Transactions of the American Philological Association
TCR	Teachers College Record
TLS	Times Literary Supplement (London)
TQ	Television Quarterly
TS	Today's Speech
USQBR	United States Quarterly Book Review
WMH	Wisconsin Magazine of History
WMQ	The William and Mary Quarterly
WPQ	Western Political Quarterly
WS	Western Speech
YR	Yale Review, new series

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